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ABSTRACT

A comprehensive guide on using a newspaper to teach adults in adult and continuing education programs, this publication is a direct result of a Newspaper in the Classroom Production Workshop held in Huntsville, Texas in 1970, and attended by 18 teachers of adult and continuing education. The sections of this teaching guide are as follows: Section One: A Treasure of Reasons the Newspaper in the Classroom Idea Belongs in the Classroom of Adult and Continuing Education (The Newspaper in the Classroom: Just How New Is It?; Benefits of Using the Newspaper to Teach Undereducated Adults; and Suggestions Teachers May Use to Improve Newspaper Reading Skills and Habits of Students); Section Two: A Treasury of Newspaper in the Classroom Lesson Plans Prepared by and for Teachers in Adult and Continuing Education (Lesson Plans; The Front Page; The Five W's and H; The Personal Interview; The Editorial Page; The Comic Strips; The Weather; Mathematics; Propaganda; and The Continuing Story); Section Three: And What about "Your" Newspaper in the Classroom Workshop (Program for the Workshop; YOUR Workshop IS Newsworthy; And What about YOUR Workshop?; Handouts and Reprints; Supply and Demand; and Hints for the Taking); and Section Four: Late Editions (Newspaperese; and -30-). A three-part bibliography contains (1) Lists of Newspapers, (2) Sources of Newspaper in the Classroom and/or Related Materials, and (3) an Annotated Bibliography of Available Newspaper in the Classroom Materials. (DB)

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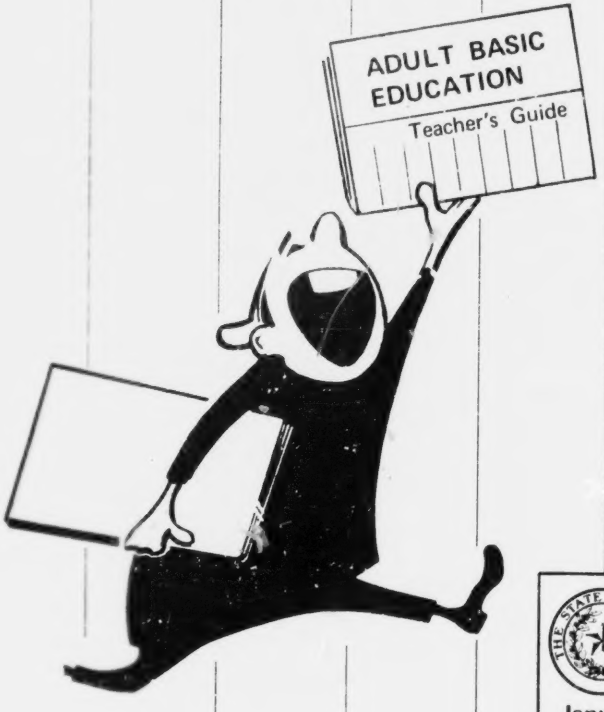
The NEWSPAPER

Food for Thought at the Breakfast Table And in the Classroom of Adult Education

Compiled and Edited by
LUKE L. PATRENELLA JR.
Consultant, Adult and Continuing Education



TEXAS EDUCATION AGENCY
Division of Adult
and Continuing Education
Austin, Texas 78701

January
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April
1972

Dedication

W. Bryan Shaver

demonstrated a keen interest and concern in his fellow human beings. . . .particularly human beings who, for whatever the reason, were less fortunate in discovering the wonders of learning. As coordinator of adult and continuing education for the Region VI Education Service Center at Huntsville, Mr. Shaver had a ready-made golden opportunity to open the doors of education to thousands of adults in the piney woods communities of East Texas. Whatever the project--one given to him or the many innovative ones he pioneered--he accomplished it with a matchless professionalism. Without the late W. Bryan Shaver , this teacher's guide in adult and continuing education would not have been possible. Truly, he knew what this particular field of education is all about. The Division of Adult and Continuing Education of the Texas Education Agency considers it a singular honor to honor this singular individual by dedicating this guide to him.

COMPLIANCE WITH TITLE VI, CIVIL RIGHTS ACT OF 1964 AND THE MODIFIED COURT ORDER, CIVIL ACTION 5281, FEDERAL DISTRICT COURT, EASTERN DISTRICT OF TEXAS, TYLER DIVISION

Reviews of local education agencies pertaining to compliance with Title VI Civil Rights Act of 1964 and with specific requirements of the Modified Court Order, Civil Action No. 5281, Federal District Court, Eastern District of Texas, Tyler Division are conducted periodically by staff representatives of the Texas Education Agency. These reviews cover at least the following policies and practices:

(1) acceptance policies on student transfers from other school districts;

(2) operation of school bus routes or runs on a non-segregated basis;

(3) non-discrimination in extracurricular activities and the use of school facilities;

(4) non-discriminatory practices in the hiring, assigning, promoting, paying, demoting, reassigning or dismissing of faculty and staff members who work with children;

(5) enrollment and assignment of students without discrimination on the ground of race, color or national origin; and

(6) evidence of published procedures for hearing complaints and grievances.

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Where a violation of Title VI of the Civil Rights Act is found, the findings are reported to the Office for Civil Rights, Department of Health, Education and Welfare.

If there be a direct violation of the Court Order in Civil Action No. 5281 that cannot be cleared through negotiation, the sanctions required by the Court Order are applied.

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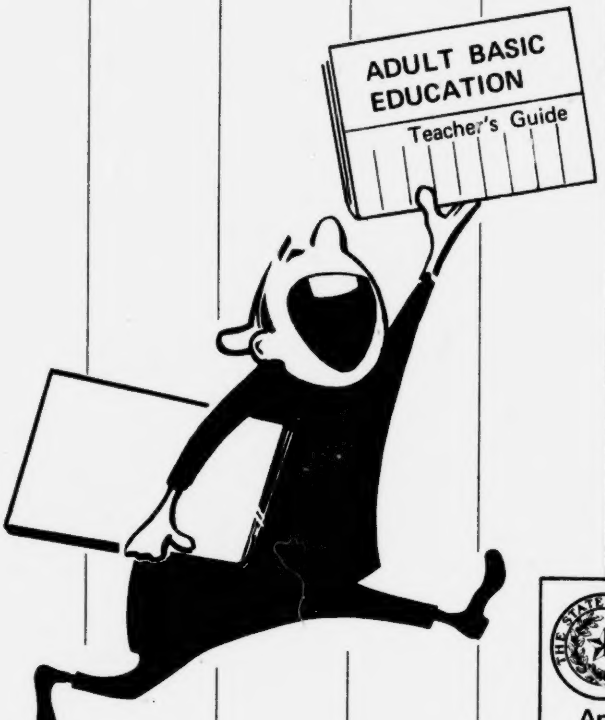

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GET THE MESSAGE?--Mrs. Glenda Taylor displays a line of 72-point *Techno Bold* type to introduce the CONTENTS of this teacher's guide. Glenn Latham, printer at the *Austin American-Statesman*, Austin, Texas, set the type on the Ludlow casting machine. Tom Lankes, chief photographer, set his trusty Nikon on f/11 at 60, used a bounced electronic flash, and tripped the shutter. Sam Barnard, director of creative services, arranged to have the photograph taken in the newspaper's studio. Mrs. Taylor is secretary to Bob G. Allen, director of the Division of Adult and Continuing Education at the Texas Education Agency.

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Preface

THE NEWSPAPER IN THE CLASSROOM:

Food for Thought at the Breakfast Table
and in the Classroom of Adult Education

represents a step forward in the efforts of state departments of education to publish innovative instructional materials for teachers of adult and continuing education.

At this writing, it is probably the most comprehensive guide available on using a newspaper to teach adults yet published by a state department of education. To the inevitable question,

WHY USE THE NEWSPAPER TO TEACH ADULTS?,

the best answer is another question:

WHY NOT USE THE NEWSPAPER TO TEACH ADULTS?

Nationally, the newspaper in the classroom movement has demonstrated its instructional value to students in the elementary and junior and senior high school grades. But what about its instructional value for adults--and undereducated adults at that.

Admittedly, the newspaper is not a regular part of the existent "curriculum" in adult and continuing education. But if teacher enthusiasm in the State of Texas for this new instructional technique is any indication, the newspaper belongs in the adult classroom.

This teacher enthusiasm was generated in the summer of 1970 when the Texas Education Agency funded the state's first week-long Newspaper in the Classroom Production Workshop under sponsorship of the Region VI Education Service Center in Huntsville.

The 18 teachers of adult and continuing education who participated in that June 22-26 workshop were generous in their praise of the newspaper as a valuable instructional technique with adults.

This enthusiasm--together with their collective years of experience and expertise in reaching and teaching adults--is reflected in their numerous lesson plans collected in Section Two, "A Treasury of Newspaper in the Classroom Lesson Plans Prepared by and for Teachers in Adult and Continuing Education," of this guide.

Without such enthusiasm, experience and expertise--not to mention encouragement--this guide would not have been possible.

Bob Allen

BOB G. ALLEN
Director for the Division of
Adult and Continuing Education
Texas Education Agency
Austin

April, 1972

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Secretary to Director

STAFF FOR
THIS GUIDE

EDITORIAL CONFERENCE-- Mrs. Lanelle Phillips (standing) of Bonham, chairman of a subcommittee of editorial assistants at the Newspaper in the Classroom Workshop held in Huntsville June 22 - 26, 1970, checks copy with, left to right, Mrs. Evie Karrh of Hale Center, Mrs. Johnnie Mae Proctor of Henderson, Mrs. Patsy Matula of Cameron and Miss Mary Helen Petersen of San Antonio.

Eighteen Reasons Why This Guide Is a Reality

The editor of a newspaper depends a lot on his reporters to meet his publishing deadlines. Those deadlines may be daily (The Houston Post), weekly, or two or three times a week. But whatever his publishing schedule, the editor is always aware that it is the strength of his reporting staff that keeps his newspaper--no, their newspaper--rolling off the presses.

Likewise, the publication of this guide owes its existence to the 18 teachers of adult basic education who participated in the Huntsville workshop. They came from 13 Texas cities and towns--from Bonham to Wichita Falls . . . . from 12 Texas counties--from Bexar to Washington . . . . each bringing his or her own particular teaching and writing abilities. Guided by the director of the workshop and the three assisting consultants, they met their challenge head-on--and competently.

Any teaching guide is only as good as the "how to's" in it. The assignments and lesson plans in this guide should be invaluable instructional materials to you as a teacher of undereducated adults.

You owe your thanks to:

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Name of Participant	Address/Telephone	County	School Affiliation	Teaching Area
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Mrs. Lanelle Phillips

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Mrs. Patsy Rambo

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Mrs. Marilyn Vaughn

Mrs. Johnnie M. Webb

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THE LADY MAKES UP--Mrs. Joy Rogers, illustrator in the Duplicating Unit of the Texas Education Agency, contemplates the best way to make up one of the many pages in the guide so that it is not only typographically pleasing but also instantly communicative.

"And We Would Like to Thank. . . ."

Without the generous assistance of, literally, hundreds of persons--teachers, publishers and friends--this guide would not have been possible. Many of them are listed in the Bibliography. Also: PROFESSOR IRA E. AARON, head of the Reading Department, College of Education, University of Georgia, Athens, Georgia, reprint of "A Few Suggestions Teachers May Use in Improving Newspaper Reading Skills and Habits of Students" in Section One; MARVIN C. ADAMS, assistant manager, Southern Division, Cook Paint and Varnish Company, Houston, Texas, layouts and advertisements in Section Two; RONNIE AKIN of San Antonio, who served as consultant for the workshop unit on mathematics and wrote the chapters on mathematics and the weather in Section Two; ALBERT A. ALINGH, promotion manager, Omaha World-Herald, Omaha, Nebraska, for permission to reprint and distribute the three-page example of how a news story gets into print, which is shown in Section Three; AUSTIN PUBLIC LIBRARY, Austin, Texas, for the prompt and efficient service of its Reference Department in checking out facts, spellings of words, and names and addresses of sources appearing in this guide; A. BLOCH, advertising manager, Montgomery Ward, Houston, Texas, layouts and advertisements in Section Two; ROGER BOYE, editorial assistant, The Quill, a magazine for journalists published by Sigma Delta Chi, professional journalistic society, for permission to reprint "The Origin of Thirty" (May, 1968) as the closing chapter of this guide; JAMES C. CHANDLER of Austin, former director of Creative Services, Austin American-Statesman, Austin, Texas, who served as consultant at the workshop and shared much of his experience and knowledge in its planning; R. E. CUTHBERTSON, sales promotion manager, Globe Shopping City, Houston, Texas, layouts and advertisements in Section Two; LARRY FRIEDMAN, public relations, Life magazine, New York, New York, tearsheets of the Sony advertisement ("Walter Cronkite vs. Daffy Duck": Life, October 11, 1968), which appears in Section Two; GENE GIANCARLO, executive secretary, American Society of Newspaper Editors, for permission to reprint "Code of Ethics, or Canons of Journalism" in Section Three; T. MARCUS GILLESPIE, associate secretary, National Council for the Social Studies, Washington, D. C., for permission to reprint and distribute "Measuring the Effects of Newspapers in the Classroom" by Paul Diederich and Marvin Maskovsky published in Social Education magazine in February, 1970; MRS. ART GOFORTH, head of the English department, Seabrook Intermediate School, Clear Creek Independent School District, League City, Texas, Lists of Newspapers in Bibliography; MEYER GOLDBERG, general sales manager, Wide World Photos, Inc., New York, New York, 11x14-inch print of the *1970 winner of the Pulitzer Prize for spot photography to display at the workshop;

---

*Editor's Note: Steve Starr, Associated Press photographer at Albany, New York, won the 1970 Pulitzer Prize for spot news photography for his picture showing armed black students, one sporting a bandolier of ammunition, leaving Cornell University's Straight Hall on April 20, 1969, after holding the buidling for 36 hours.

VICTOR HACKLER, general executive, Associated Press, New York, New York, copies of "The Associated Press"; "AP Global Operations"; "Truth Is Our Business" (reprinted from The Quill, February, 1966); "Thanks, Dad, for all that money for college . . . ." (AP news release); and full-page advertisement announcing AP photographers winning *1970 Pulitzer Prize and Sigma Delta Chi Distinguished Service Award (The Quill, June, 1970); MRS. NANCY J. HAGEN of San Antonio, who served as consultant at the workshop, developed many of the teaching models in Sections One and Two, and made a major contribution to the curriculum development of this guide; RAY HALL, division public relations supervisor, Southwestern Bell Telephone Company, Austin, Texas, copies of "Telephone Directory of Texas Newspapers" for each workshop participant; JOHNNY HART, creator of "B. C." comic strip, "B. C." comic strip dated June 25, 1970, in Section Two; T. HASHIMOTO, assistant to national merchandising manager, Sony Corporation of America, Long Island City, New York, layouts and advertisements in Section Two; PAUL D. HOPE, division head of News and Motion Pictures, Texas Parks and Wildlife Department, Austin, Texas, for his invaluable advice and assistance in photographing most of the illustrations in this guide;

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LEONARD JACOBS, director of advertising and sales promotion, Battelstein's Inc., Houston, Texas, layouts and advertisements in Section Two; RALPH JORDAN, group sales promotion manager, Sears, Roebuck and Company, Houston, Texas, layouts and advertisements in Section Two; JERRY KELL, public relations director, Cessna Aircraft Company, Wichita, Kansas, advertisement in Section Two; WALTER KOWALSKI, sales promotion director, Palais Royal, Houston, Texas, layouts and advertisements in Section Two; BILL LEWIS, editor, Texas Co-Op Power, Austin, Texas, reprint and distribute copies of "When the Little Chrome, Yellow-Gloved Hand Points to Six: IT'S TIME TO REMINISCE" (Texas Co-Op Power, January, 1970); RALPH LIGUORI, Field Enterprises reprint permissions, Chicago Daily News, reprint JOHN FISCHETTI's political cartoon ("Captain Nixon thanks you for your patience--we will now try to take off again") dated June 23, 1970, in Section Two; AL LINNER, advertising coordinator, Target Stores, Inc., Houston, Texas, layouts and advertisements in Section Two; MRS. SARAH LIVELY, chairman of the Department of Social Studies, Fulmore Junior High School, Austin, Texas, who, at the request of the Texas Education Agency's Communications and Publications Committee, read the manuscript of this guide from a teacher's point of view as to its readability and practicality, and made helpful suggestions towards strengthening its instructional value; DR. IDELLA LOHMANN, professor of education, Oklahoma State University, Stillwater, Oklahoma, bibliography of resources pertaining to use of the newspaper in the classroom; CHARLES F. LONG, acting editor, The Quill, reprint and distribute these articles from The Quill: "Save Some Words," September, 1961; "Are You a Word Murderer?" and "We're Shrinking Our Language," both December, 1962; and "Gold Mine in the Classroom," May, 1967; WESLEY P. MANN JR., operations manager, H. E. Harris and Company, Boston, Massachusetts, adaptation of the EXTRA! newsboy cartoon character for handout materials at the workshop and a typographical embellishment throughout the guide; MARVIN MASKOVSKY, educational services representative, American Newspaper Publishers Association Foundation, New York, New York, for furnishing copies of various newspaper in the classroom materials that were incorporated into the Bibliography of this guide; JOSEPH McGRAW, permissions editor, Publishers-Hall Syndicate, New York, New York, reprint Jack Elrod's "The Ryatts" comic strip in Section Two; MRS. RENATE MINER, educational associate, Public Affairs Committee, Inc., New York, New York, copies of the committee's pamphlets to distribute at the workshop; MISS SHARON PLAWIN, school services coordinator, The Virginian-Pilot and Ledger-Star, Norfolk, Virginia, reprint and distribute the "Newspaper Crossword Puzzle" in Section Three; JOHN S. RALSTON, manager, sales and branches, A. E. Heishon Printing Machinery and Supplies (representatives of American Type Founders), Denver, Colorado, copies of "Handy Type Index" and pica rules for each workshop participant, and a wall chart featuring one-line specimens of ATF type faces for display at the workshop; WILLIAM H. RAVENSCROFT, assistant vice president, United Feature Syndicate, Inc., reprint Ernie Bushmiller's "Nancy" comic strip dated June 12, 1970, in Section Two;

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And, from the TEXAS EDUCATION AGENCY:

MRS. VIRGINIA CUTTER, director of the Division of Dissemination, who read the manuscript for the guide and contributed many constructive suggestions that were incorporated into its final content and format; STAFF OF THE DUPLICATING UNIT for providing its makeup and typographical expertise and for executing the layouts in this guide; PHIL MILLER, consultant, radio, television and film, Division of Dissemination, for recording on cassette tape "Shepherd Slings Shot, Slays Seven-Plus-Three Footer," one of the news stories in the series, "How the United Press International Would Have Covered Certain Historical Events If Its Reporters Were There!," which was featured as a program item at the workshop; RALPH MOCK, program director, Division of Adult and Continuing Education, whose initial suggestion for a newspaper in the classroom production workshop for teachers of adult and continuing education led to the publication of this guide; MISS RUTH RITCHEY, library consultant, Division of Instructional Media, for assistance in developing the content and format of the Bibliography; MRS. DIXIE SMITH, clerk, Division of Adult and Continuing Education, who typed the final draft of this guide; MISS MARJ WIGHTMAN, program director, Division of Dissemination, for reading Chapters II, III, IV and IX, Section Two, from the journalist's point of view; and JAMES C. WOODMAN, program director, Inter-Agency Coordination, Division of Adult and Continuing Education, who read the manuscript for the guide from the adult educator's point of view and made many constructive suggestions for improving the instructional value of the lesson plans.

The NEWSPAPER

Food for Thought at the Breakfast Table And in the Classroom of Adult Education

Introduction

The newspaper--as an instructional tool for teaching adults--has a lot of plus values going for it.

For one thing, the newspaper is readily available, even though some studies have shown the newspaper is not a "staple" item in the homes of the disadvantaged. And certainly, if the newspaper is not reaching these individuals, its availability and use in the classrooms where they go to catch up on their learning should be encouraged.

For another thing, the format of the newspaper has a "grownup" appearance. This "adult" look is definitely a selling point with adults. In addition, the content of the newspaper has a "now" appeal because, unlike textbooks, its frequency of publication assures a wealth of up-to-date information on the world around us.

Finally--and most important--the newspaper is not expensive. Like many instructional materials in adult and continuing education, it is a "consumable" item.

Thus, the newspaper in the classroom is easy on the budget. You can still buy a newspaper for the price you'd pay for a cup of coffee, even though the five- and ten-cent cup of coffee apparently have evaporated from the economic scene.

* * * * *

All the foregoing reasons had a significant part in the planning for the Huntsville production workshop that resulted in the teacher's guide entitled:

THE NEWSPAPER IN THE CLASSROOM

Food for Thought at the Breakfast Table
and in the Classroom of Adult Education.

As mentioned in the Preface, this teacher's guide had its beginning in an atmosphere of experience and creative productivity--certainly another positive sign for putting together such a guide.

But any teacher's guide is worth its printing cost only if it shows an instructional profit to its recipients and users.

One of the best ways of looking for this valuable telltale sign is to see if the publication--after it has been in circulation a short period of time--shows signs of wear and tear from having been used.

If the guide's cover only gathers dust . . . . if its pages are free of any personalized comments penciled or inked in by its owner . . . . if it is not designed to be easily updated and revised . . . .

In short, if it is the kind of guide described in the paragraph above, the classic printer's cry of

STOP THE PRESSES!

should have been yelled before a copy pencil hit copy paper and before the editor's fingers hit the typewriter keyboard.

* * * * *

The Division of Adult and Continuing Education of the Texas Education Agency hopes it has avoided these educational and journalistic pitfalls in the development and publication of this guide.

For example, this guide has a loose-leaf format. This format allows for supplemental additions to be added quickly to the sections on lesson plans and/or bibliographic references. And with the continuing growth of the newspaper in the classroom movement in the last decade alone, this format seems not only a wise choice--but the only one.

But finally, whether this guide gathers dust on the shelf or the telltale signs of wear and tear rests with the teacher. You!

Nor should you accept its concents as "just what I've been waiting for to motivate my students."

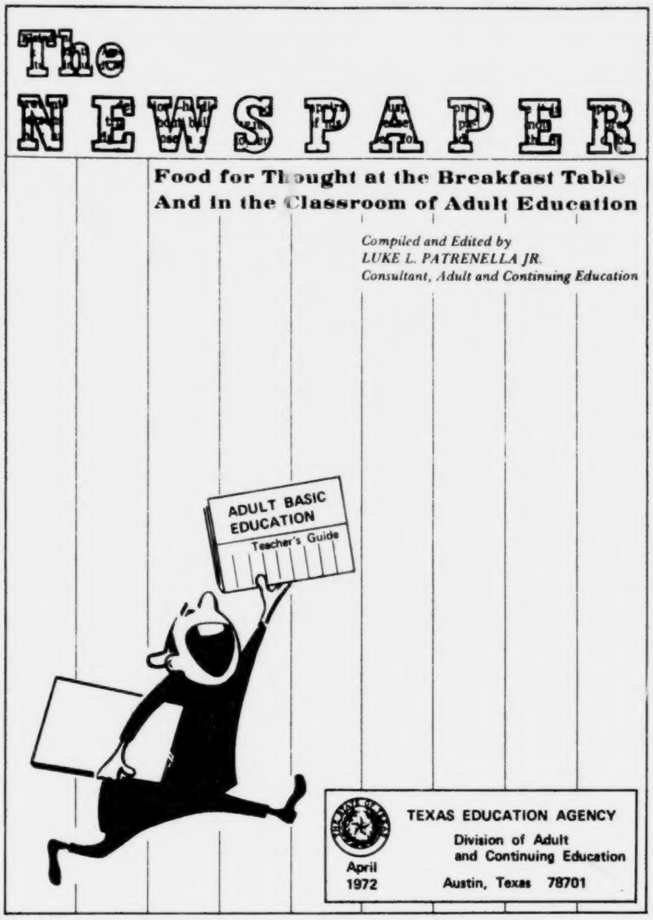
The Division of Adult and Continuing Education hopes this guide will be your teacher's key to unlocking the minds of your adult students. But we're too experienced--from what our teachers throughout the state have told us in the past--to hope this publication will be an "Open Sesame!" to all teachers.

All we ask is that you try this new instructional material on your adults. You'll note each lesson plan is designed for one or more of the three levels of adult and continuing education: Level I, Grades 0-3; II, 4-6; and III, 7-8.

We're anxious to know what kind of response--both favorable and unfavorable--this material elicits from your students.

And needless to say, from you too.

Go ahead. Stir up some dust. And blow some our way!



The NEWSPAPER

Food for Thought at the Breakfast Table
And in the Classroom of Adult Education

Compiled and Edited by
LUKE L. PATRENELLA JR.
Consultant, Adult and Continuing Education

TEXAS EDUCATION AGENCY
Division of Adult
and Continuing Education
Austin, Texas 78701

April
1972

SECTION ONE

A Treasury of Reasons the Newspaper in the Classroom Idea Belongs in the Classroom of Adult and Continuing Education

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SECTION ONE

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Suggestions Teachers May Use to Improve Newspaper Reading Skills and Habits of Students 13

The Newspaper in the Classroom: Just How New Is It?

The idea of using the newspaper as an instructional material has been around for dozens of years. That's right. Dozens of years.

Granted, the teachers may have been using the newspaper in a less formal manner than that now in its second decade of existence and known by various names--two of the most popular being the "Newspaper in the Classroom" and "The Living Textbook."

But nonetheless, any teacher who has clipped an item out of the newspaper and brought it to class and discussed it with her students has, literally, introduced a unit on the Newspaper in the Classroom to her students. And it goes without saying this introduction could also have included the whole newspaper--the more common approach in the current "Newspaper in the Classroom" or "Living Textbook" movement.

When It All Started--Formally

The official birth of the "Newspaper in the Classroom" or "The Living Textbook" took place in 1959, according to Miss Sallie Whelan in her five-part series, "Newspaper in the Classroom Program--a 10-Year Review" in Editor and Publisher magazine (July 26, 1969-August 23, 1969).

"It was 10 years ago, in 1959, when the Newspaper in the Classroom program started as the result of serious concern on the part of both educators and newspapers: concern for the ill-informed students who were products of our education system and for the deepening impact of electronic mass media on youth, and concern for the unmotivated students dropping out of schools with no reading skills or useful preparation for the future."

Where the Program Is Today

Today, the Newspaper in the Classroom Program has grown to such proportions that it is being taught in summer workshops on college campuses throughout the United States.

To give you an idea of the scope of the program, consider these statistics compiled by Marvin Maskovsky, educational services representative for American Newspaper Publishers Association Foundation:

"Currently the program involves 364 newspapers in the United States and Canada, 33,575 schools, 94,811 teachers and nearly 5,000,000 students."

But What About the Classrooms of Undereducated Adults?

But if the Newspaper in the Classroom movement has made impressive academic strides in its one-decade-going-on-two existence, not much has been done in the movement for undereducated adults. From his in-depth search into the existing literature, the editor of this guide has turned up a limited amount of available instructional materials specifically aimed at the undereducated adult. These materials, which are included in the Bibliography to this guide, are:

Chang, Abbie. THE NEWSPAPER AND THE ADULT LEARNER. Hawaii Newspaper Agency, Inc.

EFFECTIVE WAYS OF USING YOUR NEWSPAPER IN ADULT EDUCATION: Levels I, II, and III. The Commercial Appeal, 1971.

Ling, Betty. AN EXPERIMENT WITH ADULTS. Hawaii Newspaper Agency, Inc. 1968.

Sims, Annalee. THE ROLE OF THE NEWSPAPER IN TEACHING READING TO THE FUNCTIONALLY ILLITERATE ADULT. The Author, 1969.

And as far as the editor of this guide was able to determine at the time the guide went to press, there was no guide of this scope available from any of the state departments of education.

Texas: A Leader in the Newspaper in the Classroom Movement

It is not surprising that the Texas Education Agency's Division of Adult and Continuing Education has taken a lead among state departments of education in launching

THE NEWSPAPER:

Food for Thought at the Breakfast Table
and in the Classroom of Adult Education

Almost since its organization in 1966, the Division of Adult and Continuing Education has looked for new and innovative ways of reaching and teaching the state's more than 4,000,000 undereducated adults. A number of these innovative teaching methods have had their beginning in what the division likes to call "production workshops."

Such as the series of four production workshops held June 22-26, 1970, in Huntsville, Texas--one of which was:

THE NEWSPAPER:

Food for Thought at the Breakfast Table
and in the Classroom of Adult Education

A Look at the Workshop Planning

Planning for the Huntsville workshop got underway in the spring of 1970. When the editor of this guide was named director of the newspaper workshop, he contracted and hired three consultants--each of them familiar with the teaching potential of the Newspaper in the Classroom. They were Mr. Ronnie Akin and Mrs. Nancy J. Hagen, both of San Antonio, and Mrs. James C. Chandler of Austin.

Next, a full-scale letterwriting campaign was launched to get information, to get samples of materials available from newspapers subscribing to the Newspaper in the Classroom idea, and to get directors of adult education programs throughout the state to nominate teachers as participants in the workshop.

Altogether, 18 teachers from 13 Texas cities or towns in 12 counties signed up for the workshop, as indicated below:

Number of Participants	Hometown	Home County
1	Bonham	Fannin
5	Brenham	Washington
1	Cameron	Milam
1	Cushing	Nacogdoches
1	Denton	Denton
1	Hale Center	Hale
1	Henderson	Rusk
2	Huntsville	Walker
1	Laneville	Rusk
1	Livingston	Polk
1	San Antonio	Bexar
1	Victoria	Victoria
1	Wichita Falls	Wichita

For more information about the participants, see "Staff for This Guide," which begins on Page x.

A Newspaper a Day

Any effective course in using newspapers requires the availablity of newspapers for each participant in the workshop. In addition, each participant should receive a fresh newspaper for each day of the workshop.

The Houston Post furnished the newspapers for the five-day Huntsville workshop because the local newspaper, The Huntsville Item, is not a daily paper.

In other words, the "textbook" for any course in the newspaper in the classroom should be the local newspaper of the location in which the workshop is being conducted. Participants in the Huntsville workshop had--to say the least--a hefty "textbook." It contained 482 pages!!!--as indicated below:

Edition of The Houston Post		Number of Pages
Sunday	June 21, 1970	132
Monday	June 22, 1970	60
Tuesday	June 23, 1970	52
Wednesday	June 24, 1970	68
Thursday	June 25, 1970	106
Friday	June 26, 1970	64
	TOTAL	*482

*Total does not include any inserts (comics, etc.)

Justin M. Fishbein, writing in The Quill, official publication of Sigma Delta Chi, professional journalism society, has called the "Newspaper in the Classroom" movement a "Gold Mine in the Classroom."

It is hoped that the nuggets of instructional materials mined by the participating workshop participants and included in this guide will provide you with a lode of valuable techniques you can use to sharpen the learning abilities and perceptions of your undereducated adult students.

While, at the same time, they become habitual readers of the newspaper.

Benefits of Using the Newspaper to Teach Undereducated Adults

Mrs. Nancy J. Hagen of San Antonio suggests a baker's dozen of reasons for putting the newspaper in the classroom where undereducated adults come to learn. She feels the newspaper, if used properly with these late learners, can:

Motivate reading on an adult level--even if skills are weak

Strengthen comprehension

Expand the adult's vocabulary without a "spelling book"

Illustrate logical organization of ideas and facts

Put forth a model for concise writing

Stress objectivity

Show how language can be used to sway and arouse emotions

Provide topics for conversation and discussion

Expose adults to educated style and grammar

Entertain and teach simultaneously

Build a life-long habit

Create appreciation for the impact of the printed word

Provide an adult "status symbol" textbook

How the Newspaper Improves Reading Skills

The newspaper is also a good way to motivate students to improve their reading skills and read on the adult level. One method of doing this is the directed reading/thinking activity approach.

Like any teaching technique, the directed reading/thining activity approach relies heavily on the teacher's effective motivation of the student. In short, the teacher must arouse the interest of the student in the instructional material--in this instance, newspapers.

Before reading a newspaper article, the teacher should prepare the students by talking to them about some interesting aspect of the article to be handed out to them. For example, if the article is about farming, the teacher might ask such questions as:

"How many of you have ever lived on a farm?"

"Are any of you now farming for a living?"

"Do you have any relatives or friends who live on a farm?"

In addition, the questions might be pitched on a higher level, such as these cause-effect questions:

"If it should become impossible for the farmers in the article to make a living as farmers, how would this effect our economy?"

"What happens to the people in a farming community when they have to move to the city after having spent most of their lives on the farm?"

"Why are our cities becoming overcrowded at this time?"

Next, the teacher asks the students to look for specific items in the newspaper article being handed out to them. In addition to simple questions ("What crops are discussed in the article?"), the teacher should also think up questions that will require the students to perform higher level thinking operations such as synthesis, analysis and evaluation, which are defined below.

Synthesis: bringing a wide variety of knowledge to bear on a single point.

Analysis: dividing something into its separate parts to understand it better (opposite of synthesis).

Evaluation: using all the knowledge gained through comprehension (and synthesis and analysis) to make a moral decision.

To apply these thinking operations, let's suppose that the farm article is about the plight of farm families on small farms in Central and South Texas in our changing urban society? The teacher's questions might be:

Synthesis: "How would the shopping habits of the farm family change if they were operating on a budget in an urban rather than a rural household?"

Analysis: "List the areas of living in which the family would have to make adjustments in its move from the farm to the city?"

Evaluation: "Would a family that has grown up in a larger open area like a farm be as happy in an apartment complex? What might be some of the problems of adjustment?"

After the class has had time to read the article, the teacher should ask the students questions that are not only carefully chosen but also carefully phrased. What the teacher is trying to do is, of course, test the student's comprehension of the contents of the article.

The teacher can obtain the answers to these questions in one of two ways--either orally or in written form.

With the oral approach, the teacher encourages the class to participate in the discussion. In addition, the teacher can use this approach to "bring out" those students who are reluctant to join in class discussion by directing questions specifically at them.

With the written approach, the teacher can readily observe just how well the individual student is progressing in mastering the rules of grammer, spelling, and creative expression.

Of course, there are other ways to improve reading skills through use of the newspaper. See the list on the next page, which was compiled by Professor Ira A. Aaron of the University of Georgia.

And as you and your students get more involved with the newspaper, you will no doubt come up with your own list of effective "how to's."

Suggestions Teachers May Use to Improve Newspaper Reading Skills and Habits of Students

1. Ask students to read those parts of the paper they do not ordinarily read. Do this for several consecutive days. It is likely some will continue to read newly-sampled sections.

2. Create interest in newspaper reading by referring to information obtained from the newspaper and by discussing important events and encouraging students to read further about them.

3. Encourage students to study advertisements critically. Advertising claims may be checked against other sources.

4. Compare the handling of some controversial story by two different newspapers. Try to determine why differences (if noted) existed. Consider the policies of the two papers, their geographic locations, etc., for possible explanations.

5. Ask students to go through an issue (or part of an issue) of a newspaper to locate words that "color" the news. Discuss how these sentences containing the "loaded" words could have been written without bias.

6. Compare the headlines of stories with the content of the news stories. Are there discrepancies between them. If so, why?

7. Select a part of the paper appropriate for the particular class and ask students to list the words used that are peculiar to that particular topic.

8. Ask students to bring with them from home an issue of the daily paper of the day before. Use this for practice in skimming to locate various parts of the paper or to locate specific parts within stories. This may also be used for analyzing the stories.

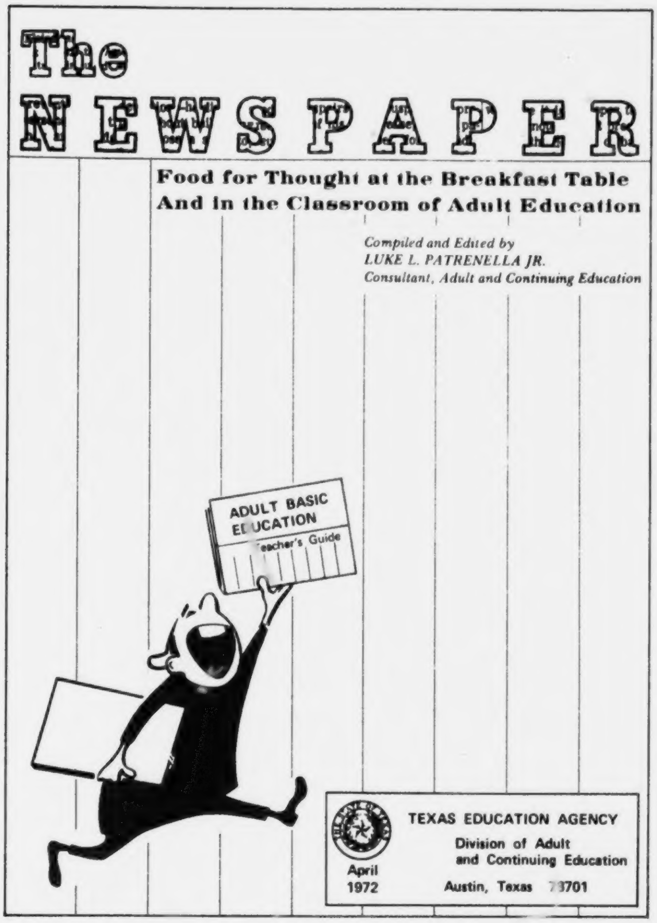
9. Select some important news story of a continuing nature, such as a bond issue, political race, or court case. Ask students to predict the outcome. Have them support their predictions.

10. Cut out the cartoon on the editorial page of the same newspaper over a period of a month. Have the students analyze these to see if they reflect on editorial policy of the newspaper. They may also be asked to decide what knowledge is necessary on the part of the reader to get meaning from the cartoon.

11. Select a story or stories in which the reader must "read between the lines" to get the full significance of certain parts of the story. Discuss the implied meanings.

12. Teach pupils to separate fact from opinion in news stories or by comparing news stories with editorials or signed columns. They should be led into appreciating intelligent opinion but recognizing it for what it is. They should also be guided into searching for biased opinions. The background of the writer should be used to judge the quality of the opinions offered.

Permission granted to the Texas Education Agency to reproduce this list by Professor Ira E. Aaron, Head of the Reading Department, College of Education, University of Georgia, Athens, Georgia.



The
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TEXAS EDUCATION AGENCY
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and Continuing Education
Austin, Texas 78701
April
1972

SECTION TWO

A Treasury of Newspaper in the Classroom Lesson Plans Prepared by and for Teachers in Adult and Continuing Education

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SECTION TWO

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LESSON PLANS

CONSULTANT TELLS 'HOW'-- Mrs. Nancy J. Hagen (right) of San Antonio, one of the consultants for the Huntsville production workshop, discusses some of the ways you can use the newspaper to teach adults. Left to right, the "students" are Mrs. LaRue W. Hopson and Mrs. Patsy Rambo, both of Huntsville; Mrs. Lanelle Phillips of Bonham; and Mrs. Johnnie Mae Proctor of Henderson.

40 Lesson Plans--More or Less--on Teaching Adults Using the Newspaper in the Classroom

"A Treasury of Newspaper in the Classroom Lesson Plans Prepared by and for Teachers of Adult and Continuing Education" is an apt title for this opening chapter of Section Two of the guide.

For a quick count shows this section contains more than 40 lesson plans on a variety of subjects:

- The Front Page
- The Five W's and H
- The Personal Interview
- The Editorial Page
- The Comic Strips
- The Weather
- Mathematics
- Propaganda
- The Continuing Story

That number of lesson plans needs to be rounded off--BY YOU. That's why the guide has a loose-leaf format.

We realize there are a number of subject areas in the guide with a limited number of lesson plans. A five-day production workshop just doesn't have enough hours in the day to allow extensive exploration of all subjects. Hence, the brevity of content in some areas.

Some areas are obviously top-heavy with lesson plans. There is a reason for the quantity. The examples chosen were selected because they seemed to provide the teacher with another good idea of how to present the same subject matter in a different or slightly different manner.

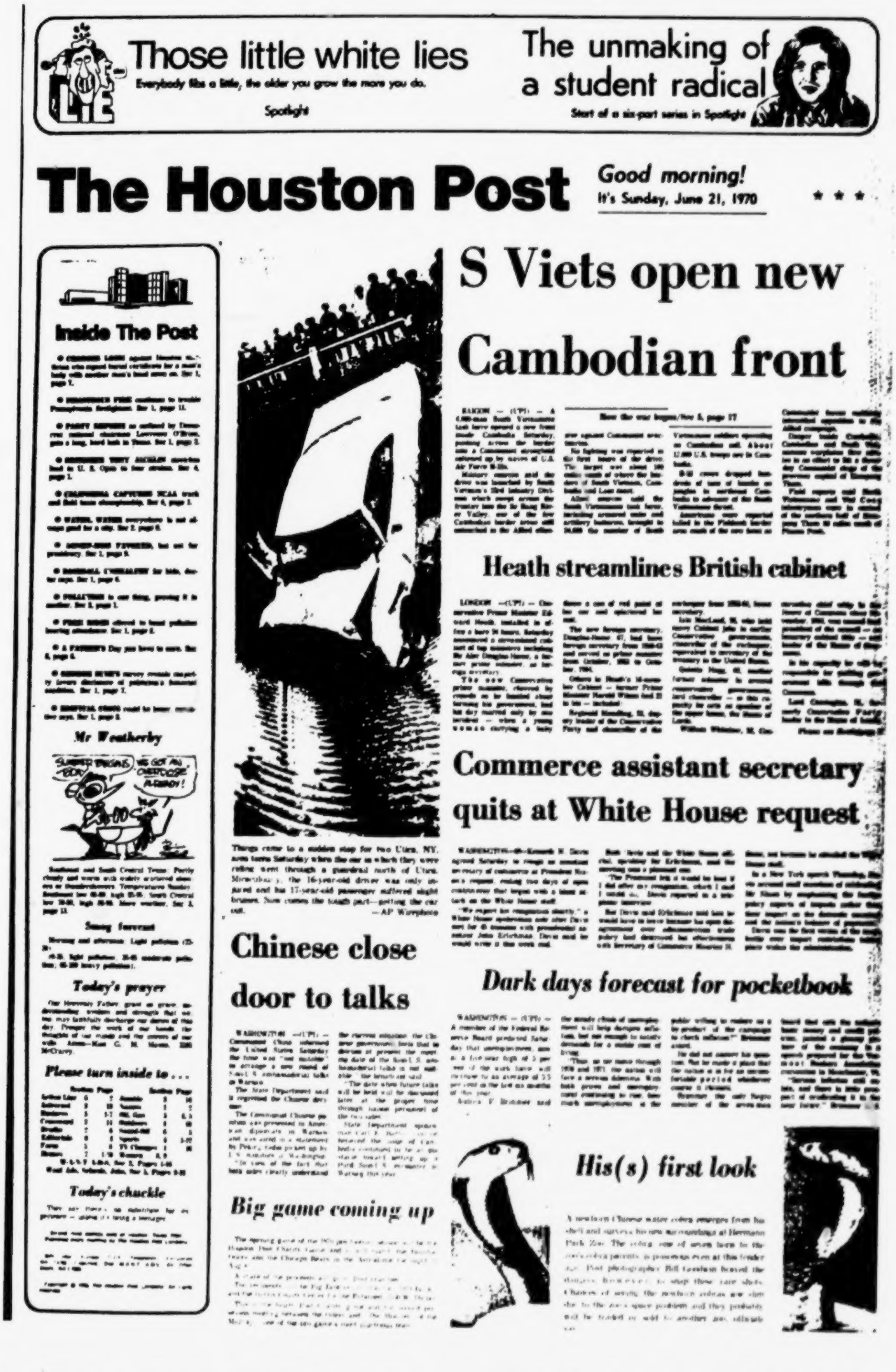
Your instructional ingenuity is needed to fatten up those subject areas that, in this first printing, seem a little lean on content. And don't forget to apply that same ingenuity to developing lesson plans on areas not covered in this guide.

For instance, consider a unit on the classified ad.

Most of your students are the breadwinners of the family and--in some instances--the sole breadwinner. As you increase their academic achievement, they're going to be in the market for a better job.

In short, they're goint to WANT something ADded to their newspaper reading list. Right?

The Front Page



Those little white lies

Everybody fibs a little, the older you grow the more you do.

Spotlight

The unmaking of a student radical

Start of a six-part series in Spotlight

The Houston Post

Good morning!
It's Sunday, June 21, 1970

S Viets open new Cambodian front

Heath streamlines British cabinet

Commerce assistant secretary quits at White House request

Dark days forecast for pocketbook

Chinese close door to talks

Big game coming up

His(s) first look

Inside The Post

Mr Weatherby

Smog forecast

Today's prayer

Please turn inside to . . .

Today's chuckle

Things came to a sudden stop for two Utica, NY, area teens Saturday when the car in which they were riding went through a guardrail north of Utica. Miraculously, the 16-year-old driver was only injured and his 17-year-old passenger suffered slight bruises. Now comes the tough part—getting the car out.
—AP Wirephoto

FIRST EDITION-- Teachers participating in the newspaper in the classroom workshop in Huntsville had *The Houston Post* delivered to them each day of the workshop. This is the front page from the Sunday, June 21, edition, which tallied out a hefty 132 pages. Altogether-- counting the other editions delivered that week-- the teachers had a total of 482 pages from which to clip illustrations for the lesson plans in this section of the guide.

It's What's Up on The Front Page That Counts

The Front Page is the showcase page of the newspaper. It's the "come-on" to the reader to get him to buy the product it packages, namely the news. It comes folded in half, horizontally, with its upper half displayed prominently--whether in the hands of a vendor on the street, in a rack on a street corner, or in the natural way you unfold it when it's unwrapped in your home.

It shouts for attention--through its banner headlines (EIGHTY KILLED IN AIRPLANE CRASH, PRESIDENT KENNEDY ASSASSINATED, HURRICANE CARLA STRIKES)--and we, the readers, hungry for news, heed its call.

Obviously, the Front Page is the most important page of the newspaper. Its story content is carefully selected to "play" the most important news of the day across its columns. Usually, this news is of three types--international, national, and local. Many newspapers also give good play to state news, such as that emanating from the capital (Austin, Texas, for example).

Americans are a nation on the go, and they demand of their news--whatever the media that brings it to them--that it be easy to follow, interesting, and to the point. The successful Front Page meets those criteria. By placing the most important stories on page one, the editor makes it unnecessary for the reader--if pressed for time--to read the entire paper in search of the main news of the day. And the fact that news stories are written so that the most important facts are in the opening paragraphs also satisfies the reader's demands for quick service on his news.

Thus, the content and appearance of the Front Page are important because the newspaper is often bought or rejected on the basis of its showcase page alone.

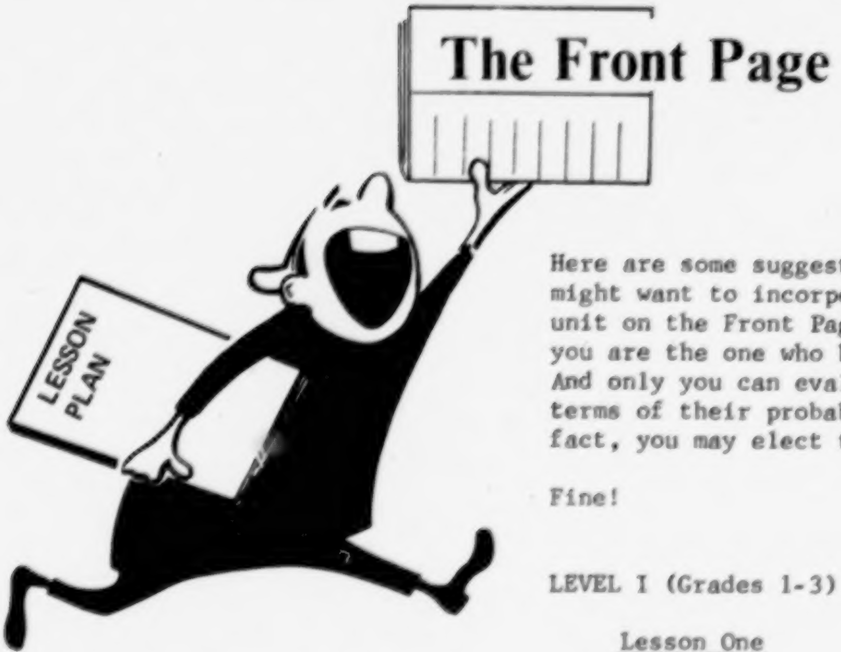
--MRS. NANCY J. HAGEN

What's Up Front Is Important to the Adult Education Student Too

The adult education student needs a sound introduction to the Front Page if he is to become a habitual reader of the newspaper. It would be time well spent to use at least an hour helping the students--particularly those in Levels II and III become familiar with how this showcase page is put together--and its relationship to the other pages behind it.

Because much of the introductory orientation would probably be lost upon Level I students, the teacher should take a simpler approach. For instance, rather than spend an hour, the teacher might take about half an hour letting the students find the main headline, find a local story, or find the weather information.

The Front Page



Here are some suggested Lesson Plan ideas you might want to incorporate into your newspaper unit on the Front Page. But remember, only you are the one who knows your students best. And only you can evaluate these plans in terms of their probable effectiveness. In fact, you may elect to write your own plans.

Fine!

LEVEL I (Grades 1-3)

Lesson One

Have the students make their own alphabet scrapbook by clipping letters from headlines and pasting them on pieces of construction paper. (Note: If they have trouble finding certain letters, such as X or Y, let them look for them on other pages of the newspaper.) Get them to paste their name on the front page of their scrapbook. Then have them practice writing the letters of the alphabet.

Lesson Two

Have the students see how many words they can find beginning with the letter A (B, C, etc.). Let them paste these letters in a column on the left side of a piece of paper and practice writing them on the right side.

LEVEL II (Grades 4-6)

Lesson One

Have the students find examples of the three types of stories--international, national, and local news--found on the Front Page. Have them clip their examples and put them into their newspaper in the classroom notebook. --MRS. NANCY J. HAGEN

Lesson Two

Have the students clip headlines from the newspaper and use the words in them to create sentences. Be sure to explain to them that they can change words in lower case to capital letters--or vice versa--to create their sentences. Also, explain that the size of the word doesn't matter. If it fits the sense of the sentence, a small word can be placed next to a word taken from a banner or main headline. But all words should be clipped from the front page only. Have the students paste their sentences on a piece of paper and let them take turns before the class showing and reading their examples.

LEVEL III (Grades 7-8)

Lesson One

Have the students select a story and ask them to write (or tell the class) why they feel the story was given the "play" it received on the Front Page. If they were the editor in charge of making up the Front Page, would they have played the story differently?

Lesson Two

Have the students select a story of international, national, or local interest. Ask them to find a story on other pages of the newspaper that is related to their example. This exercise makes the student aware that there are many sides to a story--particularly if the related example happens to come from the editorial page, a syndicated column, or even a letter to the editor which is, after all, a news item too.

Lesson Three

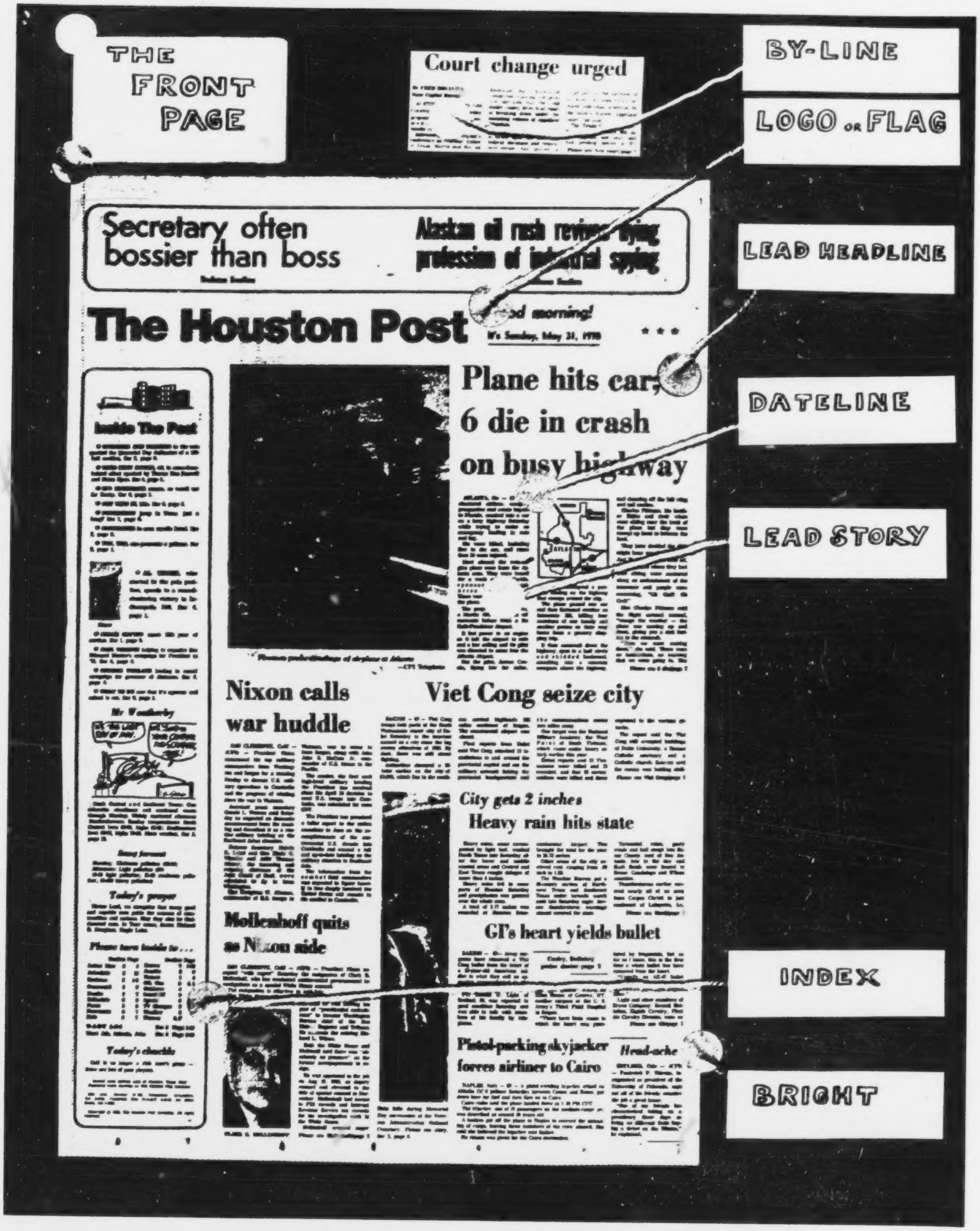
One of the best ways to emphasize the importance of the Front Page is to spend a class period giving the students a quick course in the journalistic contents of this showcase page. Many of these contents are identified in the photographed examples on the last two pages of this section. Let the students make their own Front Page. The two examples shown were pasted on to a piece of poster board. Knitting yarn was used to identify and link the individual items, but lines drawn with a ruler would do as well.

To acquaint you with the contents of the Front Page before introducing the Level Three units, here is a brief list of definitions of the items displayed in both the Post and Item examples, which are listed in alphabetical order. (Note: Many of these items are defined in the "Newspaperese" section of this guide beginning on Page 255.)

Item	Definition
Bright	A short news item with a clever punch to it. Often, Brights are displayed in a box. The one headlined here under the headline "Headache" reads: BOULDER, Colo - (UPI) - Frederick P. Thieme, inaugurated as president of the University of Colorado, says not all of his friends consider the job a great honor.

"One of my friends has characterized taking on a presidency these days as being no different from buying a ticket on the Titanic," he explained.

BY-Line	See last item on Page 259.
Cutline	See sixth item on Page 262.
Dateline	Indicates the point of origin of the story. In this example, ATLANTA, Ga. was the dateline for "Plane hits car; 6 die in crash on busy highway."
Drop Head	Headlines in a smaller type below the main headline and usually related to the main headline in that they tell the reader a little more about what he is going to read in the story. The Drop Head here ("Tail Pipes, Mufflers on Safety Check") really isn't that closely related to the main headline ("City, School Voting Takes Place April 4") but it does show you the journalistic principle of linking two related headlines together.
Ear	See third item on Page 263.
Flag	See fourth item on Page 265.
Index	The "table of contents" of the newspaper.
Lead Headline	The headline over the story given the largest news "play" on any given day. Unless this headline is bannered across all the columns of the newspaper, it is traditionally found in the upper right-hand corner of the Front Page.
Logo	The name of the newspaper prominently displayed across the top of the page. It is also known as the Flag mentioned above as well as Nameplate. Traditionally, the Logo is centered (*Item*) as compared to its placement elsewhere (*Post*).


THE FRONT PAGE
BY-LINE
LOGO OR FLAG
LEAD HEADLINE
DATELINE
LEAD STORY
INDEX
BRIGHT

Court change urged

Secretary often bossier than boss

Alaskan oil rush revives dying profession of industrial spying

The Houston Post

Good morning!

Sunday, May 31, 1970

Plane hits car, 6 die in crash on busy highway

Inside The Post

Mr Weatherby

Today's prayer

Please turn inside to . . .

Today's chuckle

Nixon calls war huddle

Viet Cong seize city

City gets 2 inches

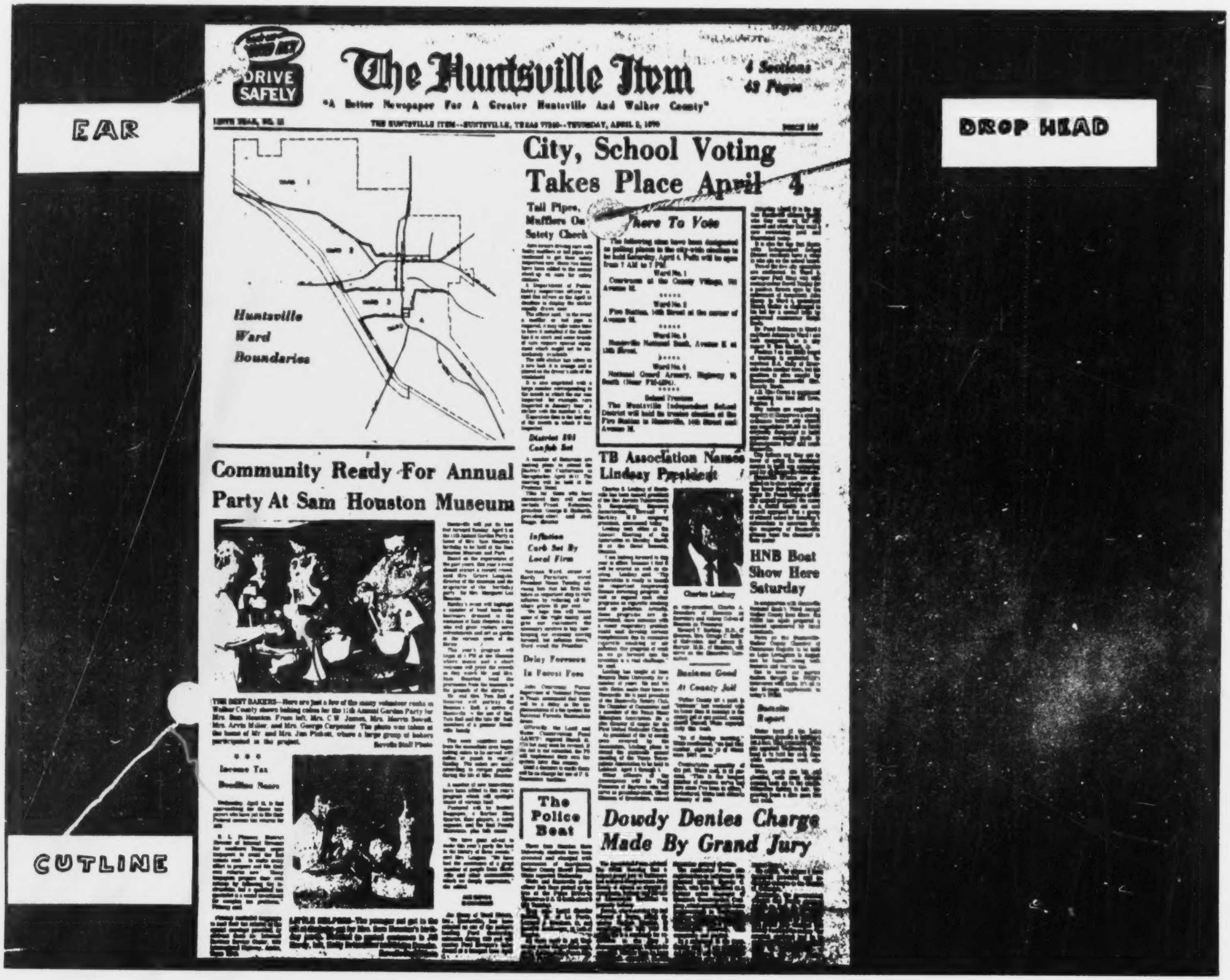
Heavy rain hits state

GI's heart yields bullet

Mollenhoff quits as Nixon side

Pistol-packing skyjacker forces airliner to Cairo

Head-ache


EAR
DROP HEAD
CUTLINE
DRIVE SAFELY

The Huntsville Item

"A Better Newspaper For A Greater Huntsville And Walker County"

4 Sections
42 Pages

THE HUNTSVILLE ITEM--HUNTSVILLE, TEXAS--THURSDAY, APRIL 2, 1970

Huntsville Ward Boundaries

City, School Voting Takes Place April 4

Tail Pipes, Mufflers On Safety Check

Where To Vote

District 331 Confab Set

Inflation Curb Set By Local Firm

Delay Foreseen In Forest Fees

TB Association Names Lindsay President

Charles Lindsay

HNB Boat Show Here Saturday

Business Good At County Jail

Community Ready For Annual Party At Sam Houston Museum

THE BEST BAKERS—Here are just a few of the many volunteer cooks in Walker County shown baking cakes for the 11th Annual Garden Party for Mrs. Sam Houston. From left, Mrs. C.W. Jamen, Mrs. Morris Sowell, Mrs. Arvis Miller, and Mrs. George Carpenter. The photo was taken at the home of Mr. and Mrs. Jim Pickett, where a large group of bakers participated in the project.

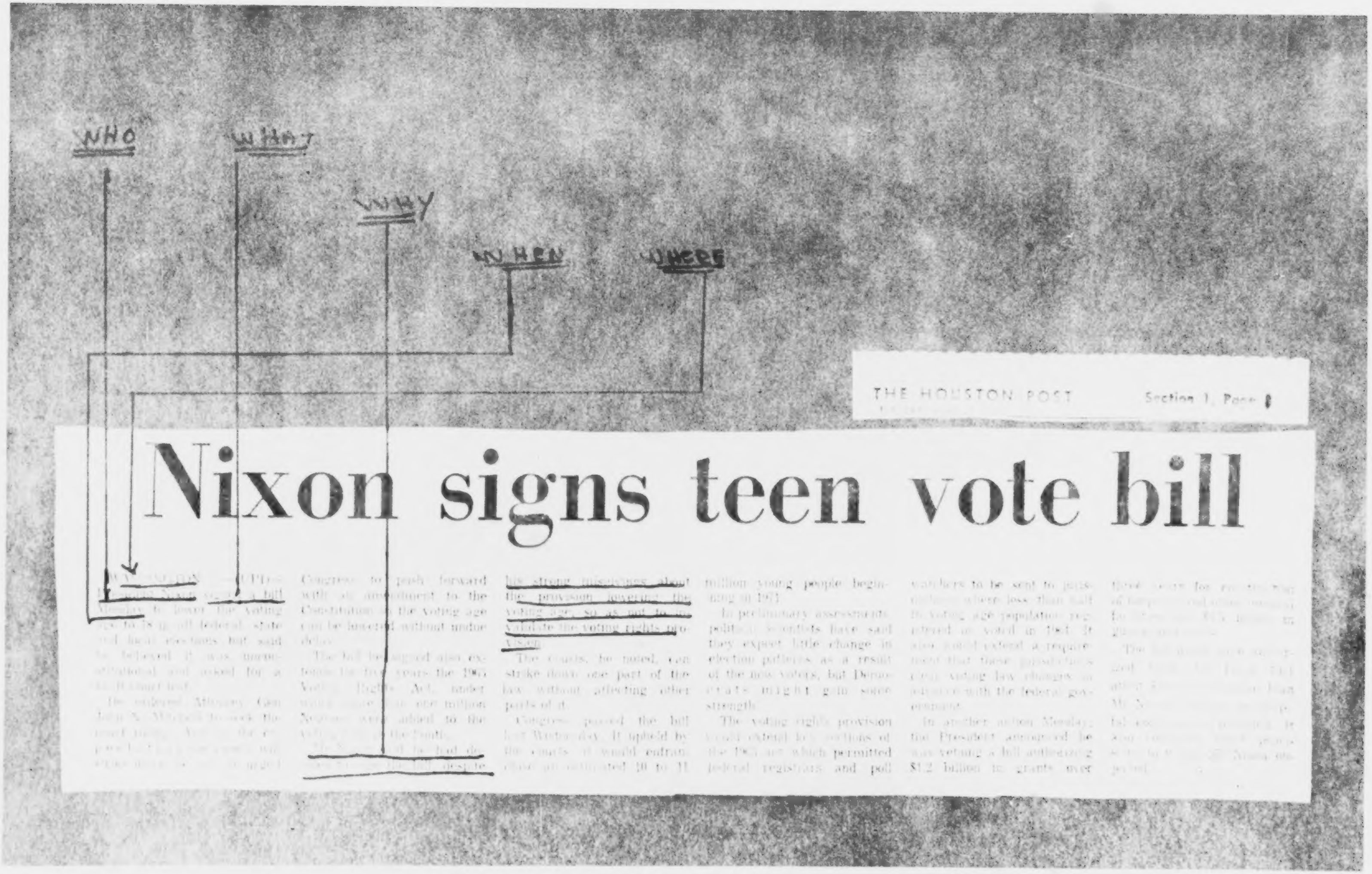
Boveille Staff Photo

Income Tax Deadline Nears

The Police Beat

Dowdy Denies Charge Made By Grand Jury

The Five W's and H



WHO
WHAT
WHY
WHEN
WHERE

THE HOUSTON POST   Section 1, Page 8

Nixon signs teen vote bill

WHAT MAKES NEWS?-- **Mrs. Patsy Matula of Cameron, one of the 18 Texas teachers of adult and continuing education attending the Huntsville workshop, originated this layout for her assignment on The Five W's and H. After clipping the article from *The Houston Post,* she pasted it onto a piece of green construction paper and then inked in the pertinent information with appropriate arrows.**

The Five W's and H:
Who What Where When Why How

The newspaper reading habit trains a person to pick and choose his way through printed matter--whether it is a straight news story, an editorial, a feature story, or even an engagement announcement on the women's page.

What the reader is doing--whether he is aware of it or not--is asking for the story to communicate information to him. Or to put it another way, the reader is asking for the reporter's story to provide him with the answers to a series of questions. In the profession of journalism, these questions are known as The Five W's and H. To wit:

WHO? WHAT? WHERE? WHEN? WHY? HOW?

Get a copy of today's newspaper and select a story at random. Read the story. How many of the six questions were asked (by yourself) and answered (by the reporter)? (Note: Sometimes, the nature of the story itself does not require answers to all six of the Five W's and H.)

As an example closer to home, let's take the publication of this teacher's guide as the basis for writing a news story. And inasmuch as this is an example, let's write the news story so that all six questions are answered.

AUSTIN--A guide on using the newspaper to teach adults--probably the most comprehensive guide of its kind ever--was published Monday by the Texas Education Agency.	WHAT - guide on using the newspaper to teach adults WHEN - Monday WHO - Texas Education Agency

The guide--362 pages long-- contains instructional techniques on teaching the

- more -

Three R's to undereducated adults.

Among the sections of the newspaper adapted for classroom use in the guide are the front page, the editorial page, and the comics--as well as the weather information and advertisements.

The guide was developed during a production workshop held in Huntsville and sponsored by the Agency's Division of Adult and Continuing Education in cooperation with Region VI Education Service Center.

WHERE - Huntsville

Eighteen teachers of adult basic education from throughout the state spent a week in June, 1970, learning new ways to adapt the newspaper into the adult education curriculum. The assignments and lesson plans that

HOW - eighteen teachers of adult basic
education wrote the lesson plans
that comprise the bulk of the
Agency's guide

- more -

Add 2 - Teacher's Guide

comprise the bulk of the Agency's guide were written and produced by these teachers.

Luke L. Patrenella Jr., consultant with the Agency's Division of Adult and Continuing Education, conducted the week-long workshop. The production of the guide, he says, is "yet another attempt by the Agency to seek out new instructional methods of teaching and reaching the undereducated adults in our state."

WHY - another attempt by the Agency to seek out new instructional methods of teaching and reaching the undereducated adults in Texas

Etc.

In introducing the unit of The Five W's and H, the teacher needs to provide the student with information about each of the six elements.

The WHO or WHAT usually is the major item of interest in a short one-incident (simple) story. However, it is difficult to determine which of these two elements is more important because most news concerns people and what they do. In other words, the writer of the news story must always decide which is more important: the name (WHO) or the event (WHAT).

In advance stories of meetings (your next workshop for instance?), speeches, and other events, the WHERE must be definite. Room numbers, street addresses, and other where-type information should be included. In local stories, however, it is not always necessary to mention the name of the city or a street address because usually the immediate community is understood.

- more -

Much of what applies to the WHERE also applies to the WHEN. Usually, the WHEN is included incomspicuously in the lead which is the opening paragraph of the story. However, it can be mentioned in the second or later paragraphs.

Sometimes the cause--rather than the result--is the important element in the news story, and this cause is the WHY of the story. This occurs often in stories reporting automobile collisions.

By definition, the HOW in a news story refers to those details needed to explain how something occurred. In our example about the guide, the HOW gave the reader more details about the manner in which the guide was put together--that is, by the 18 teachers of adult basic education meeting in Huntsville.

The Lead and The Inverted Pyramid

As the students become more proficient in detecting The Five W's and H, the teacher should treat their minds to some basic journalistic principles--the Lead which was mentioned earlier, and the Inverted Pyramid, which will be discussed later.

To recap, the Lead is the opening paragraph of the story. But the words that go into that opening paragraph must tie in with The Five W's and H in providing the reader with possibly all the information he would need to know if there were no subsequent sentences filling in the detail.

In the following example, which we reprint through courtesy of The Corpus Christi Caller-Times, Corpus Christi, Texas, note how the writer--in 34 words--provided all the information needed in the lead:

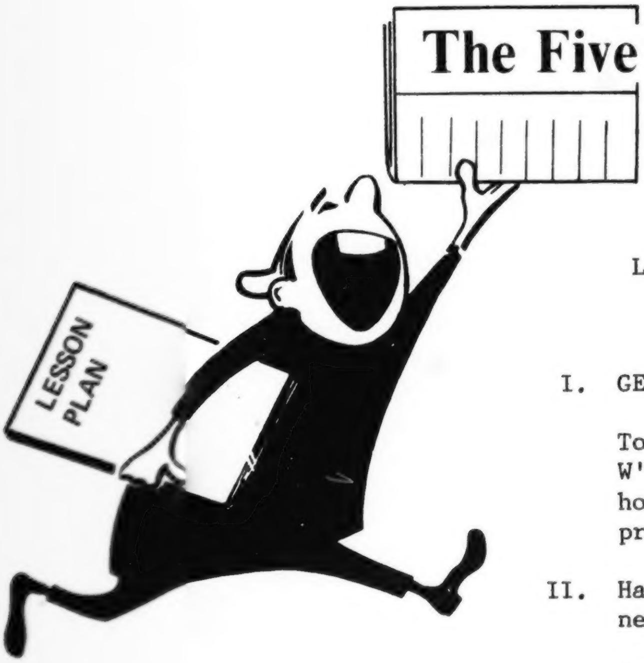
John Smith, 31, of 1001 First Street, was killed early yesterday after he was thrown from his car into the path of an oncoming car during a two-car collision at Broad and Main.

John Smith, 31, of 1001 First Street----------------WHO
was killed--WHAT
early yesterday-------------------------------------WHEN
at Broad and Main-----------------------------------WHERE
a two-car collision---------------------------------WHY
thrown into the path of an oncoming car-------------HOW

As defined in the Newspaperese section of this guide, the Inverted Pyramid is a "term used to describe the order for writing a straight news story in which the facts are placed in the descending order of their news value or importance." A good way to introduce it would be to draw an inverted pyramid on the blackboard so the student can readily see this descending order of importance. Incidentally, here is also a good opportunity to introduce Level III students to some geometric principles that are a part of the mathematics component of the General Educational Development (GED) Test.

--MRS. NANCY J. HAGEN

The Five W's and H



LEVELS II (Grades 4-6) and
III (Grades 7-8)

I. GENERAL OBJECTIVE

To help the student recognize The Five W's and H in a news story and to test how well he understands this journalistic principle

II. Have the student choose a story from the newspaper and clip it.

Have the student paste the selection on a blank piece of bond paper. (Note: If available, the bond paper could be pasted on construction paper to set off or frame the story)

On the bond paper, have the student indicate how many of The Five W's and H he found in the story by underlining those elements and, in some way of his own creativity, (arrows, for example), point out those elements.

III. EVALUATION

After everyone has done the assignment, let the students take turns before the class and discuss the selection. A good way for the student to introduce his selection to the class is to first read the headline on the story to the class inasmuch as headlines on newspaper stories tell in a few words what the story is about.

EXTRA!

THE HOUSTON POST
MONDAY, JUNE 22, 1978

Page 6, Section 2

Diabetes research need cited

what

who

CHICAGO —(AP)— The new president of the American Diabetes Association says stepped up research into diabetes could lead to a reduction in blindness and a better understanding of certain blood vessel diseases.

Dr James B. Hurd said diabetes, which afflicts 4.4 million Americans, is the second leading cause of blindness in the U.S. and could become the main cause unless advances are made in treatment of diabetics.

Scientific investigation into diabetes, he also said, "will hold the key to vascular diseases heart people have been fighting all these years."

Hurd said many victims of strokes and about 50 per cent of all cases of coronary occlusion, a heart disease, have symptoms of diabetes.

Hurd was interviewed after he assumed office as head of the association at its recent annual meeting in Saint Louis. He is on the staff of Wesley Memorial Hospital in Chicago and a faculty member at the Northwestern University medical school.

when
where

He termed cuts in federal funds for health and science research as "almost catastrophic" and said his association will have to generate more private more funds to support diabetes research.

why

Editor's Note: This Assignment prepared by Mrs. Jimmie Conner of Livingston.

THE HOUSTON POST
SUNDAY, JUNE 21, 1970

Section 1, Page 1

Commerce assistant secretary quits at White House request

3 WASHINGTON—(AP)—1 Kenneth N. Davis agreed 2 Saturday to 4 resign as assistant secretary of commerce at President Nixon's request, ending two days of open controversy that began with 3 a blunt attack on the White House staff.

"We expect his resignation shortly," a White House spokesman said after Davis met for 45 minutes with presidential assistant John Erlichman. 6 Davis said he would write it this week end.

Both Davis and the White House official, speaking for Erlichman, said the meeting was a pleasant one.

"The President felt it would be best if I did offer my resignation, which I said I would do," Davis reported in a telephone interview.

5 But Davis said Erlichman told him he would have to leave because his open disagreement over administration trade policy had destroyed his effectiveness with Secretary of Commerce Maurice H. Stans, not because he attacked the White House staff.

In a New York speech Thursday, Davis accused staff members of misleading Mr Nixon by emphasizing the foreign policy aspects of imports rather than their impact on the domestic economy and the nation's balance of payments.

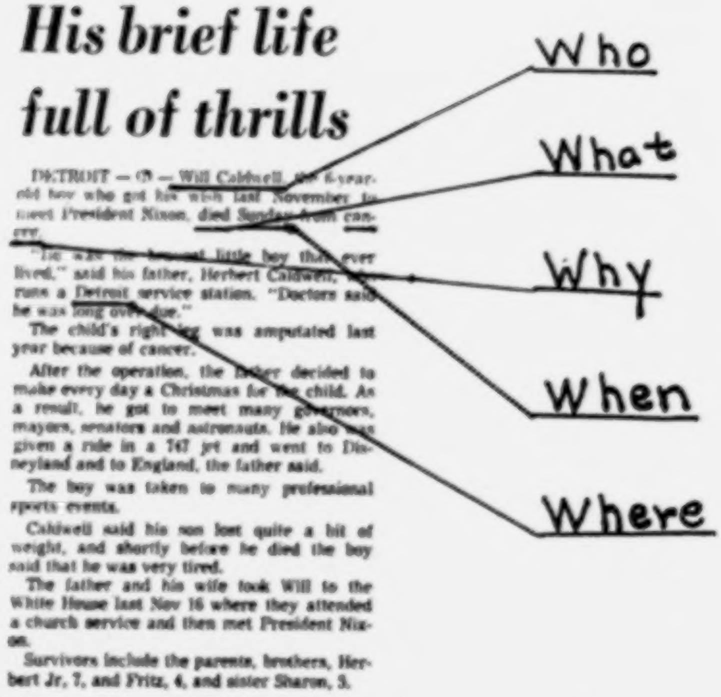
Davis was the first victim of the tough battle over import restrictions taking place within the administration.

1. Who
2. When
3. Where
4. What
5. Why
6. How

Editor's Note: This Assignment prepared by Mrs. Evie Karrh of Hale Center.

THE HOUSTON POST
MONDAY, JUNE 22, 1970

Section 1, Page 8



His brief life full of thrills

DETROIT — (AP) — Will Caldwell, the 6-year-old boy who got his wish last November to meet President Nixon, died Sunday from cancer.

"He was the bravest little boy that ever lived," said his father, Herbert Caldwell, who runs a Detroit service station. "Doctors said he was long overdue."

The child's right leg was amputated last year because of cancer.

After the operation, the father decided to make every day a Christmas for the child. As a result, he got to meet many governors, mayors, senators and astronauts. He also was given a ride in a 747 jet and went to Disneyland and to England, the father said.

The boy was taken to many professional sports events.

Caldwell said his son lost quite a bit of weight, and shortly before he died the boy said that he was very tired.

The father and his wife took Will to the White House last Nov 16 where they attended a church service and then met President Nixon.

Survivors include the parents, brothers, Herbert Jr., 7, and Fritz, 4, and sister Sharon, 3.

Who

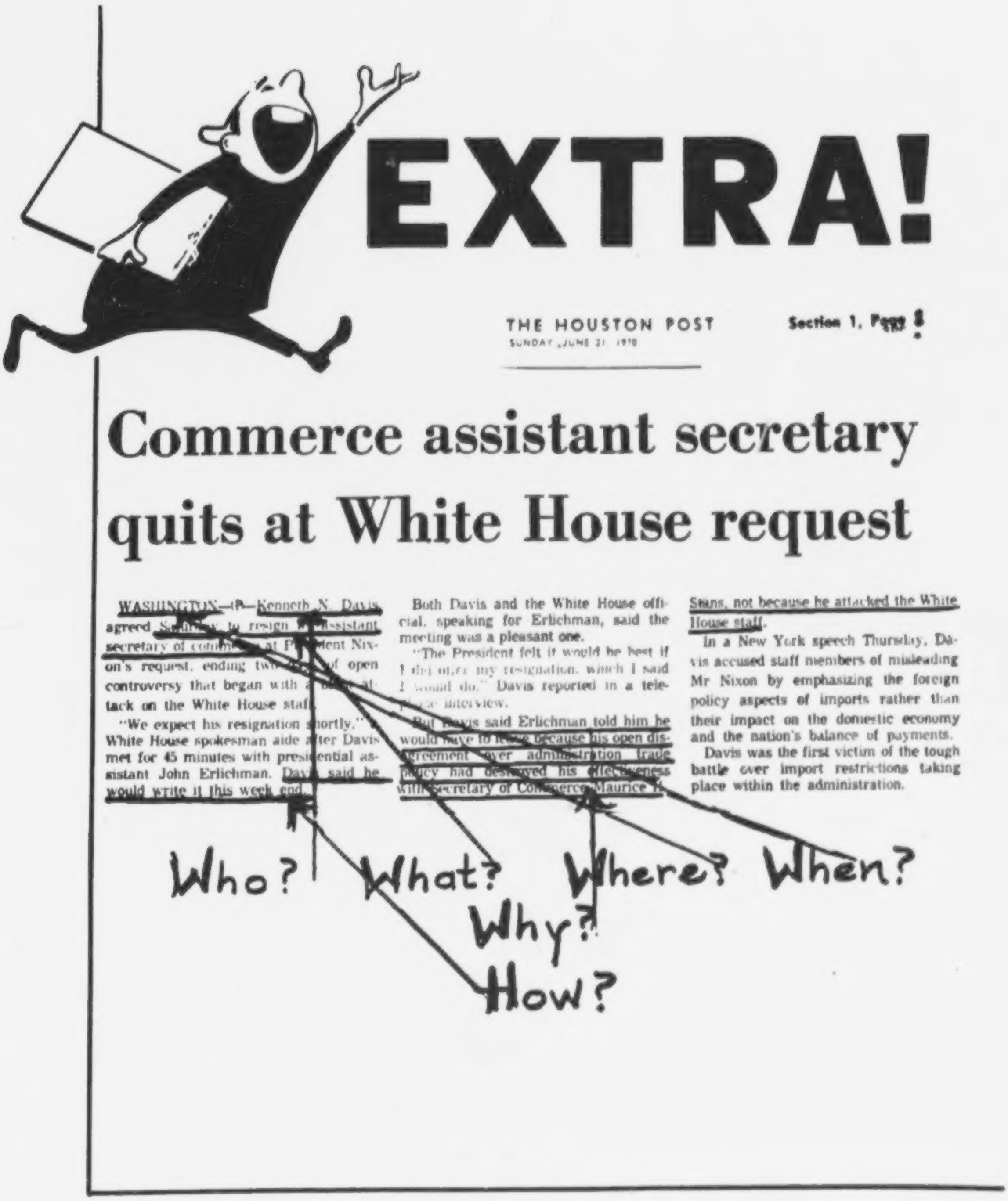
What

Why

When

Where

Editor's Note: This Assignment prepared by Miss Becky McDonnell of Denton.



THE HOUSTON POST
SUNDAY, JUNE 21, 1970

Section 1, Page 8

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"We expect his resignation shortly," a White House spokesman aide after Davis met for 45 minutes with presidential assistant John Erlichman. Davis said he would write it this week end.

Both Davis and the White House official, speaking for Erlichman, said the meeting was a pleasant one.

"The President felt it would be best if I did offer my resignation, which I said I would do," Davis reported in a telephone interview.

But Davis said Erlichman told him he would have to leave because his open disagreement over administration trade policy had destroyed his effectiveness with Secretary of Commerce Maurice H. Stans, not because he attacked the White House staff.

In a New York speech Thursday, Davis accused staff members of misleading Mr Nixon by emphasizing the foreign policy aspects of imports rather than their impact on the domestic economy and the nation's balance of payments.

Davis was the first victim of the tough battle over import restrictions taking place within the administration.

Who? What? Where? When?
Why?
How?

Editor's Note: This Assignment prepared by Mrs. Lanelle Phillips of Bonham.

EXTRA!

THE HOUSTON POST Section 1, Page 1.
MONDAY, JUNE 22, 1970

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The father and his wife took Will to the White House last Nov 16 where they attended a church service and then met President Nixon.

Survivors include the parents, brothers, Herbert Jr, 7, and Fritz, 4, and sister Sharon, 3.

Who:
Will Caldwell

What:
died

Where:
Detroit

When:
Sunday, June 21

How:
cancer

Editor's Note: This Assignment prepared by Mrs. Patsy Rambo of Huntsville.

EXTRA!

THE HOUSTON POST — Section 1, Page 3
MONDAY, JUNE 22, 1970

Top Arab leaders talk over strategy

When Where Why Who What

TRIPOLI, Libya — (AP) — Top Arab leaders including Egypt's President Gamal Abdel Nasser, held a six-hour summit meeting Sunday to discuss strategy against Israel.

How

They had assembled here ostensibly to celebrate the evacuation of British and American bases. Six heads of state and representatives of five other Arab states and of the Joint Committee of the Palestinian Guerrilla Organizations used the opportunity to discuss urgent problems relating to their conflict with Israel.

The only official word in Libya about the talks came in a brief statement by the Libyan news agency, which said "topics discussed were the Palestinian question and the great number of commando organizations."

Concerted Arab reaction to an expected decision by President Nixon to sell more Phantom jets and other warplanes to Israel seemed likely to figure high in the deliberations.

Agreement may affect American interests in the Middle East for years to come. The extremists already have demanded retaliatory action in the form of liquidation of American investments in the Arab world, with oil at the top of the list.

Relations of the various states bordering Israel with the increasingly militant Palestinian guerrillas is another top item especially in the wake of the fratricidal battles in Jordan.

This item could be the most vital, in view of rumored fresh hopes of a joint United States-Soviet peaceful settlement of the festering Middle East crisis.

The impromptu summit also is expected to view with concern the growing dependence of the "frontline" Arab states on Soviet military aid.

Attending the Tripoli meeting in addition to Nasser are Libyan strongman Col Muammar Kadafi, Jordan's King Hussein, Iraqi President Lt Gen Hassan El Bakr, Syria's head of state Dr Nureddin El Atassi and Lebanese President Dr Charles Helou. Kuwait, Sudan, Tunisia, Algeria and Morocco are represented by envoys.

A dispatch by the Mideast News agency in Cairo reported later, without explanation, that Helou did not attend Sunday's session.

In the fighting Sunday Arab terrorists threw a grenade at a moving tourist bus in the Israeli-occupied city of Hebron, but it missed and wounded two Arabs, the Israeli military command reported. A spokesman said the explosion damaged two bus windows, but no passengers were injured.

Arab saboteurs damaged a rail line with explosives in the Jabaliya refugee camp, the spokesman said, and tried to sabotage two electricity towers in the Gaza City area. The blasts caused minor damage but did not interrupt electricity, he said.

Jordan-based Arab gunners fired a number of rockets at the Israeli border town of Beit Shean south of the Sea of Galilee and at the Dead Sea Mineral Works at Sodom, the military said.

No casualties were reported in either attack.

Thirty-six Israeli Phantom and Skyhawk jets hammered Egyptian military positions Sunday in intermittent raids along the entire length of the Suez Canal.

● LONDON — (AP) — King Hussein of Jordan has sent his four children to safety in London but diplomatic sources discounted Sunday any political significance in the move.

A Canadian newspaper reports that the 34-year-old monarch feels his reign is over and is planning to seek exile in London was dismissed here and in Middle East diplomatic circles.

● NEW YORK — (AP) — Ambassador Charles W. Yost, U. S. permanent representative to the United Nations, said Sunday that new efforts to resolve the conflict in the Middle East would be made "in the next few days."

Yost, appearing on NBC-TV's Meet the Press, would not give details on the next moves but hinted the action would be a multilateral effort involving several nations in addition to the United States.

Editor's Note: This Assignment prepared by Mrs. Marilyn Vaughn of Wichita Falls.

The Five W's and H

LEVEL III (Grades 7-8)

(Note: A variation of the preceding lesson plan--and an easier way of familiarizing the student with the principles of The Five W's and H--is to pass out forms with the following information on them. Allotment of class time and the teacher's knowledge of which of the two methods would work better with her class would be the deciding factor in choosing between the two plans--both of which are essentially the same.)

The Five W's and H:

WHO WHAT WHERE WHY WHEN HOW

Clip an article of international, national, or local importance from your local newspaper. On the line below, write in the headline above the article. Then, where indicated, write in as many of The Five W's and H as you can find in the article. Be ready to discuss your selection with the class.

HEADLINE: ______________________________

WHO: ______________________________

WHAT: ______________________________

WHERE: ______________________________

WHEN: ______________________________

WHY: ______________________________

HOW: ______________________________

Name of Student: ____________________

--MRS. NANCY J. HAGEN

The Personal
Interview

FIGURE PADS

How to Break the Ice--Personally

Teachers of undereducated adults are continually on the lookout for an instructional technique they can use to bring out their students.

From your own experience as a teacher--whether of children and/or adults--how often have you wished you had at your fingertips some kind of classroom activity you could use as an icebreaker.

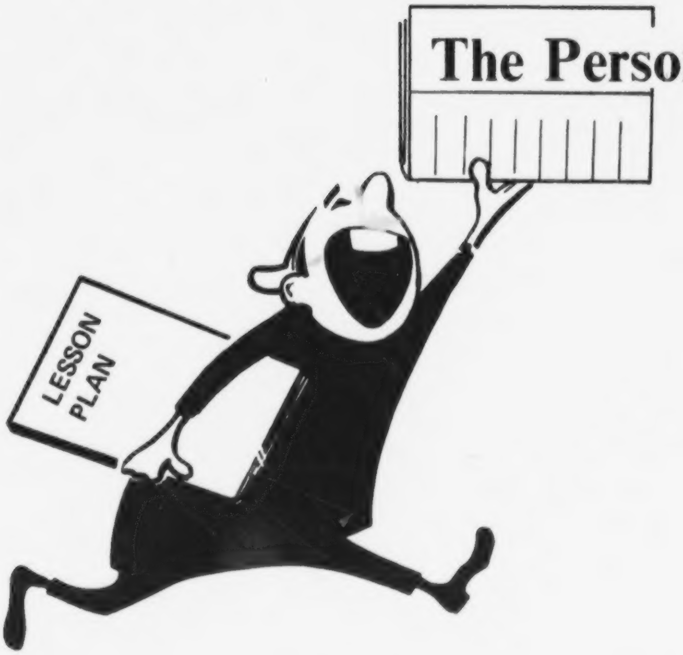
The Personal Interview provides an effective way of melting away social barriers, thawing out shyness, and dissolving feelings of inadequacy.

This technique could be used at your first or second meeting with a new class. But for our purposes here, the proper timing would come after you've introduced the students to the concepts of the Five W's and H. (See Pages 26-38.)

To begin the unit, ask the students to interview each other. But make sure the person they interview is a stranger to them. If the unit is going to be of value to them academically (as well as socially), it is better to confront them with a situation similar to that experienced by a reporter going out to interview a visiting dignitary or even the woman down the street who's just grown the biggest tomatoes in the history of _________County.

Pass out the Personal Interview sheet shown on the next page. Before the period is over, you should hear the "ice" cracking as the icebergs of not being acquainted gradually disappear in the warmth of newly formed relationships.

The Personal Interview



LEVEL III (Grades 7-8)

Assignment

1. Choose a partner.
2. Interview him or her.
3. Take notes.
4. Outline his life.
5. Write the story.
6. Evaluate the story.

- more -

Interview done by: ____

Mrs. Jimmie Conner, teacher in the Livingston Independent School District and adult basic education instructor for Polk County, is attending the adult and continuing education production workshop at the Holiday Inn in Huntsville June 22-26.

Approximately 70 administrators, teachers, and counselors of a 15-county regional area convened by invitation of the Region VI Education Service Center, Huntsville, and the Texas Education Agency to study under special workshop consultants.

The participants will be producing a series of handbooks of creative materials

- m o r e -

for use by adult and continuing education teachers throughout the state.

Mrs. Conner is working in the area specifically designed to develop materials using the newspaper in the classroom.

Three other groups are working on English as a special language, occupational orientation curriculum, and administrative programs.

Director of the newspaper in the classroom workshop is Luke L. Patrenella Jr., consultant in adult and continuing education at the Texas Education Agency.

- 3 0 -

Editor's Note: This Assignment prepared by Mrs. Patsy Matula of Cameron.

Mrs. Marilyn Vaughn of Wichita Falls Independent School District left Sunday, June 21, to participate in a five-day workshop on adult basic education held at the Holiday Inn in Huntsville.

English as a second language, the newspaper in the classroom, and occupational orientation are among the areas of study offered.

Mrs. Vaughn was selected and invited to attend the adult and continuing education workshop by the Region VI Education Service Center, which is sponsoring the workshop.

- 3 0 -

Editor's Note: This Assignment prepared by Miss Becky McDonnell of Denton.

HUNTSVILLE--Mrs. Patsy Rambo of 2018½ Avenue L½ is attending the adult and continuing education workshop being held here June 22-26 at the Holiday Inn.

The workshop is being held to introduce the newspaper in the classroom and show ways of using it as a supplement in every area of curricula.

Mrs. Rambo was invited to attend the workshop by its sponsor, the Region VI Education Service Center.

She has taugh two years in the Huntsville Independent School District in the intermediate school. During that time, she has also taught adult basic education.

Mrs. Rambo and her husband, Mike, have a four-year-old daughter named Michelle.

- 3 0 -

Editor's Note: This Assignment prepared by Mrs. LaRue Hopson of Huntsville.

Mrs. LaRue Hopson, Route 4, Box 449, attended an adult and continuing education workshop held in Huntsville June 22-26.

The purpose of the workshop was to acquaint the teachers with methods of using the newspaper as a supplementary instructional material in the classroom.

Region VI Education Service Center in Huntsville extended invitations to teachers in the field of adult education to attend the workshop at the Holiday Inn.

Mrs. Hopson has taught special education in the Huntsville Independent School District for the past four years. During the past two years, she has also taught adult basic education.

- more -

She and her husband, Gayle, have three daughters: Sue, 17; Jean, 15; and Helen, 9.

- 30 -

Editor's Note: This Assignment prepared by Mrs. Patsy Rambo of Huntsville.

The Editorial Page

IN THEIR OPINION--Miss Becky McDonnell of Denton (seated), chairman, and the other members of Group II prepared a two-panel layout for their editorial page assignment at the Huntsville workshop. Left to right are Mrs. Marilyn Vaughn of Wichita Falls; Mrs. Roberta L. Johnson of Cushing; and Mrs. Eva V. Morrow and Mrs. Mabel V. Moses, both of Brenham.

The Editorial Page:
It's All a Matter of Opinion

On every page but one, the newspaper reports and records the actions, the ideas and the opinions of the world at large.

Only one page--the EDITORIAL PAGE--is reserved for the newspaper to voice its own ideas, its own convictions.

Because so many people today are short on time, the editorial page does for them what so few of them have time to do for themselves:

To wit:

It studies the background of news events.

It brings blurred facts into focus.

It weighs the news on the scales of value judgment.

This kind of condensation seems to be necessary for the hurried but intelligent reader of today.

Editorials are written by publishers or editorial writers. And they may represent both personal or corporate opinions.

Editorials have many purposes. The are used:

To influence opinion.

To secure reforms.

To inform readers.

To promote good causes.

To show appreciation for achievements or service.

To entertain.

After the editorial is written, it is reviewed by the publisher or editor and is checked for the following points:

Does the editorial state the problem clearly?

Does it leave out obscure but important facts?

Does it reflect the newspaper's stand?

Each of these three criteria is equally important to the newspaper. Without the first two, the editorial would not be newsworthy. And without the third one, it would not be published.

In addition to the editorials, the editorial page contains three other sources of opinion on events: the syndicated column, the letters to the editor, and the political cartoon.

Syndicated columns are written by nationally or internationally known writers. It is possible for syndicated and local editorial writers to express differing opinions on the same subject.

Like editorials, the letters to the editor are written to influence, inform, reform, promote, appreciate, or entertain. Often, however, these letters are a means for a reader to let off steam.

One of the most potent sources of opinion found on many editorial pages of the newspaper is the political cartoon. The political cartoon may be drawn by a staff cartoonist (Bill Sayer of The Houston Post: see Page 57) or a syndicated cartoonist (John Fischetti of the Chicago Daily News: see Page 62.)

Political cartoons might be described as a visual expression of the opinion of the publisher or editor of the newspaper. These cartoons rely on standard symbols such as the donkey for the National Democratic Party and the elephant for the National Republican Party.

A Vocabulary of Opinion

The editorial page--as mentioned earlier--is the place for opinion in the newspaper. This opinion is expressed in a vocabulary of its own, and the student should become familiar with this vocabulary of opinion. Here are some examples:

because: He lost the election because....

agreement/disagreement: X agrees/disagrees with Y. (Also, favors/opposes.)

impression: He gives the impression that....

illustrate: This illustrates the fact that....

suggest: The governor's action suggests....

imply: The report implies that....

chief: His chief purpose is to....

result: This strike settlement will probably result in....

Other opinion-forming words and/or phrases in this specialized vocabulary are the following:

I, we think

suppose

wonder if

under certain circumstances

under no circumstances

unequivocally

without question

this shows that

except

is dependent upon
is a factor in
X represents Y
in my, our opinion
certainly
surely
but
A symbolizes B
probably

Assignment

Examine the editorial page of your newspaper.

Restate the opinion expressed in the editorial.

Have the students examine the editorial page of their newspaper. Then have them:

Restate the opinion expressed in the editorial. (They may copy a key sentence stating that opinion.)

State the opinion expressed in each syndicated column. Also, who is the columnist?

List the opinion words and phrases.

Indicate the purpose of each editorial.

Explain why each letter to the editor was written.

Next, have the students apply the following three criteria to each editorial, syndicated column and letter to the editor:

Does it interpret current events?

Does it present issues fairly and impartially--or is it biased?

Does it applaud? Admonish? Come to some decision? Merely comment?

--MRS. NANCY J. HAGEN

The Editorial Page

LEVEL III (Grades 7-8)

Have students clip five political cartoons from the editorial page.

Have students create their own kind of packet for arranging the cartoons in chronological order.

Have students discuss and/or write what the political cartoons mean to them.

(Continued on next page)

Editor's Note: This Lesson Plan prepared by Group I: Mrs. Lanelle Phillips of Bonham, chairman; and Mrs. Birta Mae Carter of Laneville, Mrs. Jimmie Conner of Livingston, and Mrs. LaRue Hopson of Huntsville.

To give you an idea of how Group I put together its packet of Political Cartoons, look at the next five pages of illustrations. These pages are numbered in the lower right-hand corner to help you follow the preparation of this particular series of illustrations for the lesson plan.

ILLUSTRATION Page 1 The packet is designed so that the pages are graduated vertically. No two pages are the same length vertically. For instance, the top page, which is the title page "Political Cartoons," is the shortest page vertically. The page immediately under the title page is longer than the page above it but shorter than the page below it. And so forth. After the pages were cut to their proper length and the cartoons pasted on them, they were stapled across the top of the page so they could be folded back like a calendar.

ILLUSTRATION Page 2 Each of the pages under the title page has the same two typographical elements: the political cartoon itself and the dateline from the issue of _The Houston Post_ in which it was printed. Illustration, Page 2 shows the title page turned back to reveal a portion of the first cartoon ("Boy--you came to the right place!") and the appropriate dateline.

ILLUSTRATION Page 3 This illustrations shows _all_ of the first cartoon and the second of the five cartoons.

ILLUSTRATION Page 4 This illustration shows the third and fourth cartoons.

ILLUSTRATION Page 5 This illustration shows the fifth cartoon and, below it, a complete log of information about the five cartoons in the packet.

Staple Staple Staple

Political Cartoons

Sunday, June 21, 1970, Section 6, Page 4

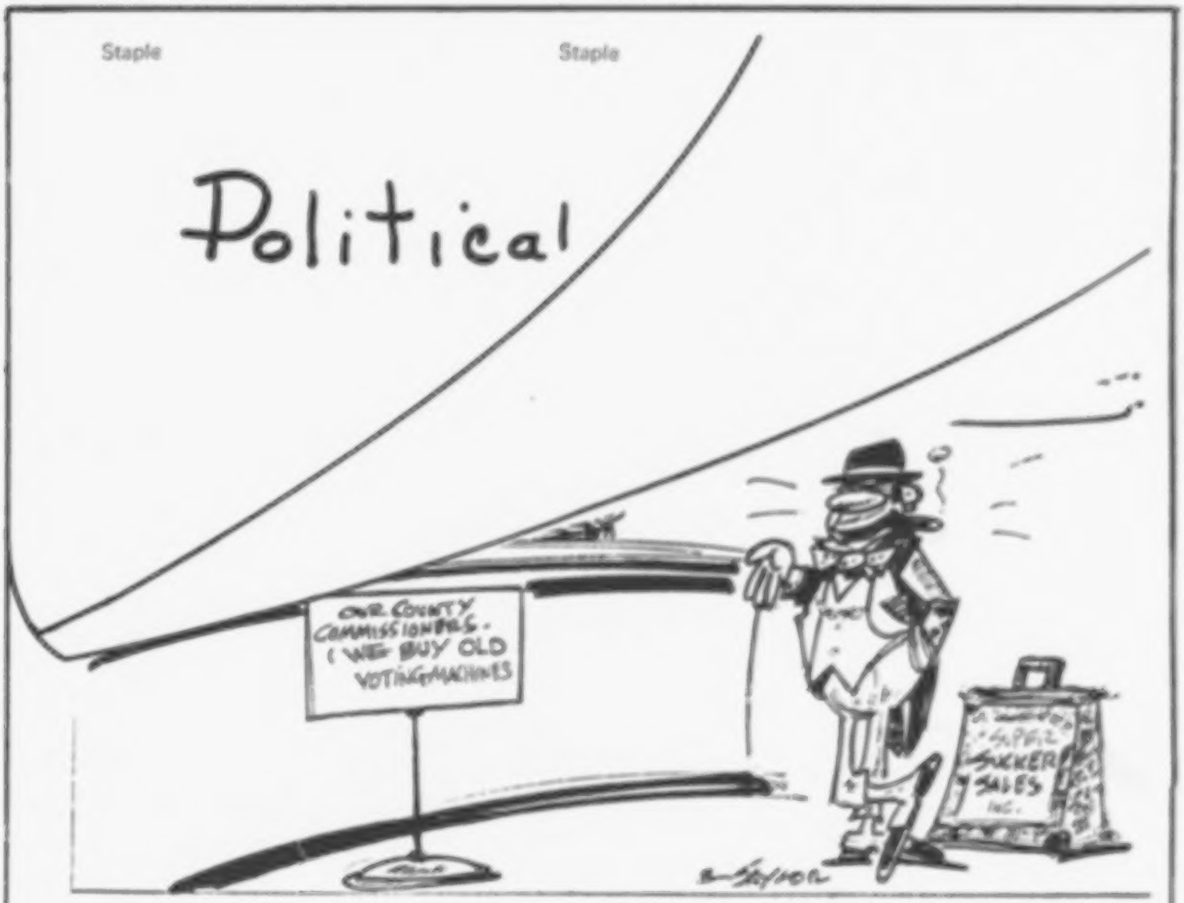
Monday, June 22, 1970, Section 3, Page 2

Tuesday, June 23, 1970, Section 3, Page 2

Wednesday, June 24, 1970, Section 5, Page 2

Thursday, June 25, 1970, Section 3, Page 2

①


Staple
Staple
Political
OUR COUNTY COMMISSIONERS. (WE BUY OLD VOTING MACHINES
SUPER SUCKER SALES INC.

Boy–you came to the right place!

Sunday, June 21, 1970, Section 6, Page 4

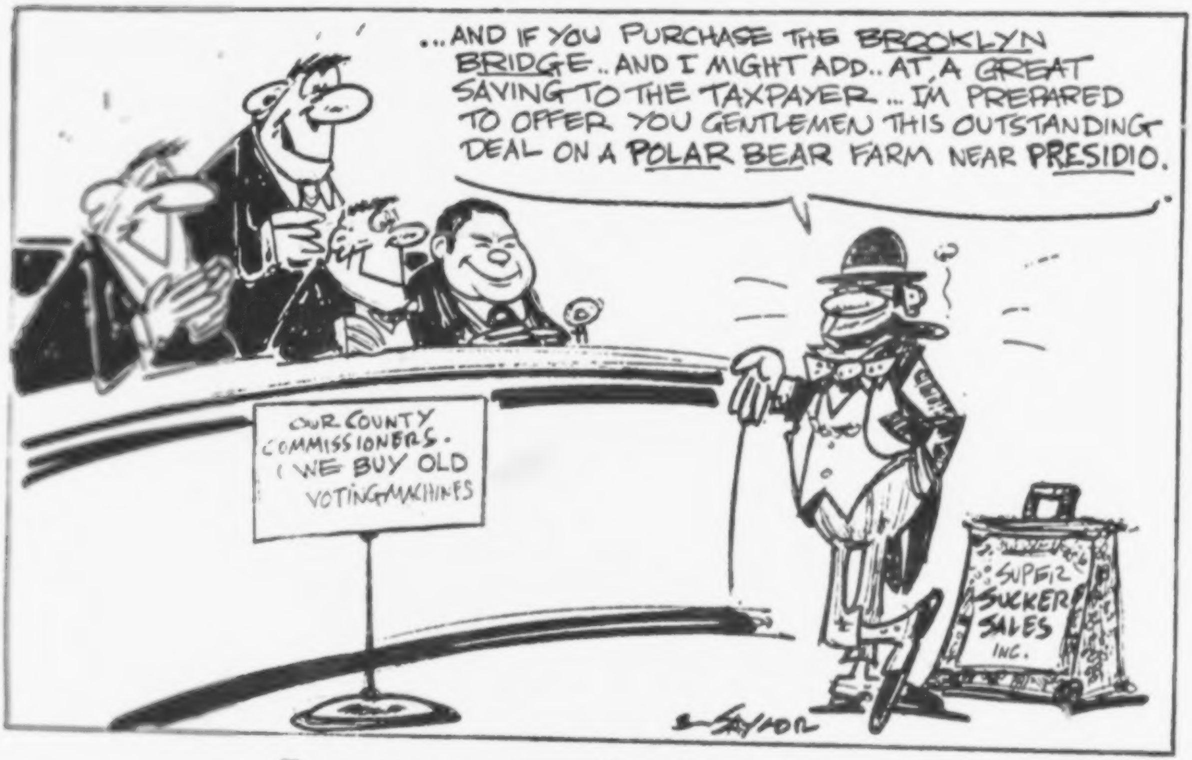
Monday, June 22, 1970, Section 3, Page 2

Tuesday, June 23, 1970, Section 3, Page 2

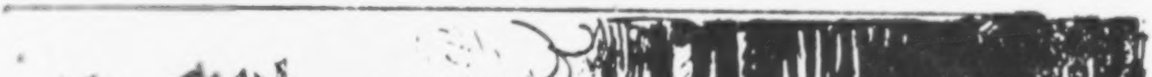
Wednesday, June 24, 1970, Section 5, Page 2

Thursday, June 25, 1970, Section 3, Page 2

②

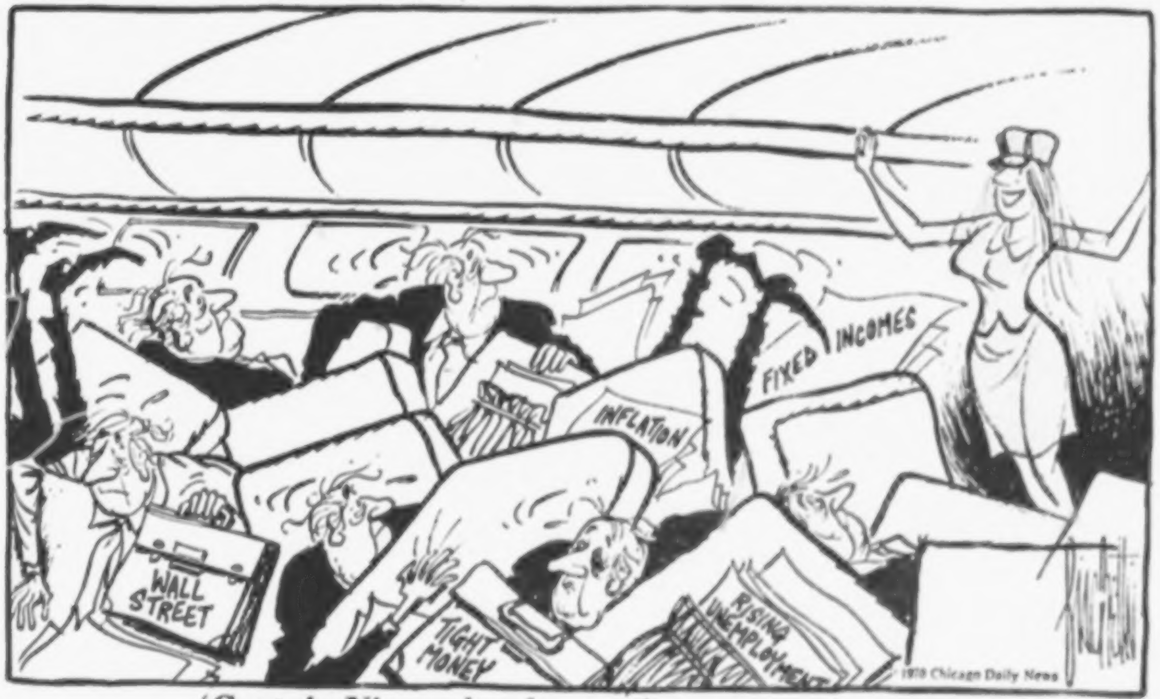

...AND IF YOU PURCHASE THE BROOKLYN BRIDGE.. AND I MIGHT ADD.. AT A GREAT SAVING TO THE TAXPAYER ... I'M PREPARED TO OFFER YOU GENTLEMEN THIS OUTSTANDING DEAL ON A POLAR BEAR FARM NEAR PRESIDIO.
OUR COUNTY COMMISSIONERS. (WE BUY OLD VOTING MACHINES
SUPER SUCKER SALES INC.
B. SAYLOR

Boy--you came to the right place!

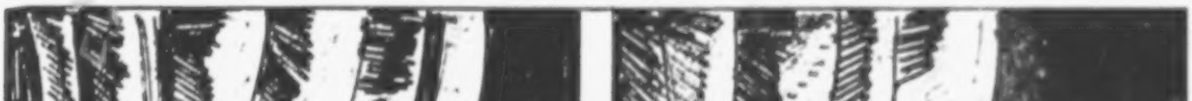


Generation gasp in the big chamber

③

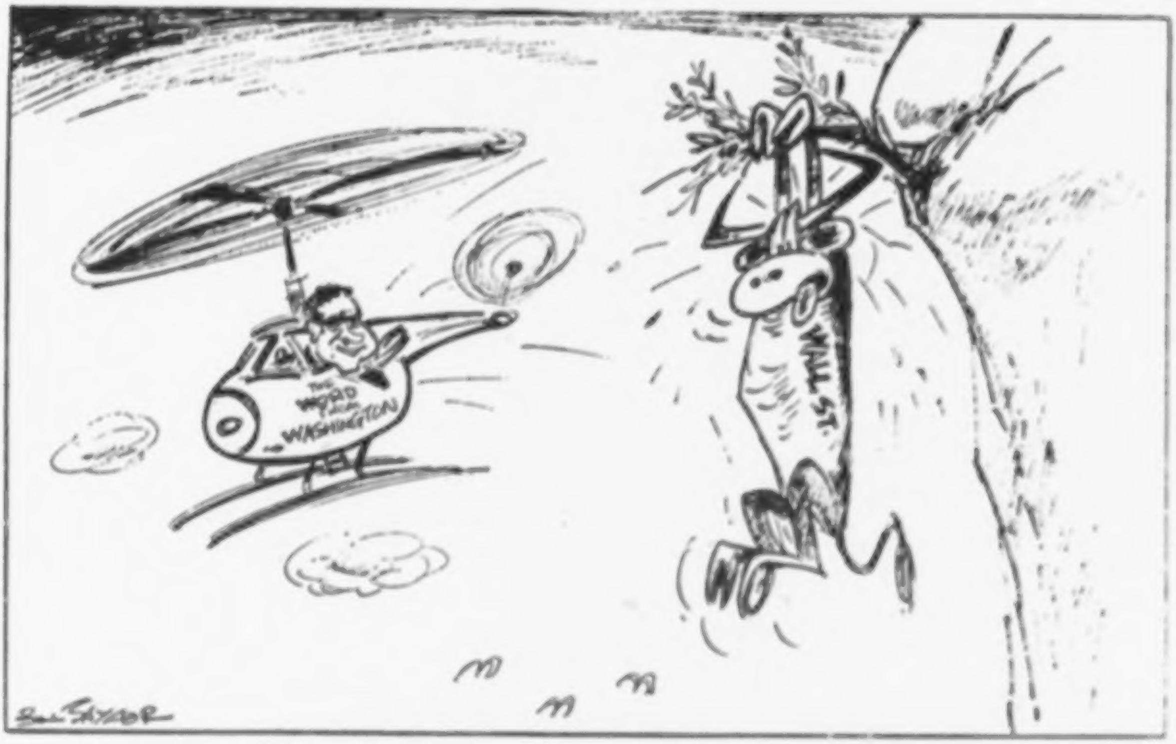


'Captain Nixon thanks you for your patience– we will now try to take off again'



The crystal ball was a bubble!

④



‘Hang in there—things will work out!’

SERIES OF POLITICAL CARTOONS USED TO ILLUSTRATE LEVEL III (GRADES 7-8) LESSON PLAN ON PRECEDING PAGES

Date of Newspaper	Section	Page	Caption	Cartoonist
Sunday, June 21, 1970	6	4	Boy--you came to the right place!	*Bill Saylor
Monday, June 22, 1970	3	2	Generation gasp in the big chamber	*Bill Saylor
Tuesday, June 23, 1970	3	2	"Captain Nixon thanks you for your patience--we will now try to take off again"	**John Fischetti
Wednesday, June 24, 1970	5	2	The crystal ball was a bubble!	*Bill Saylor
Thursday, June 25, 1970	3	2	"Hang in there--things will work out!"	*Bill Saylor

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*Editorial Cartoonist, The Houston Post

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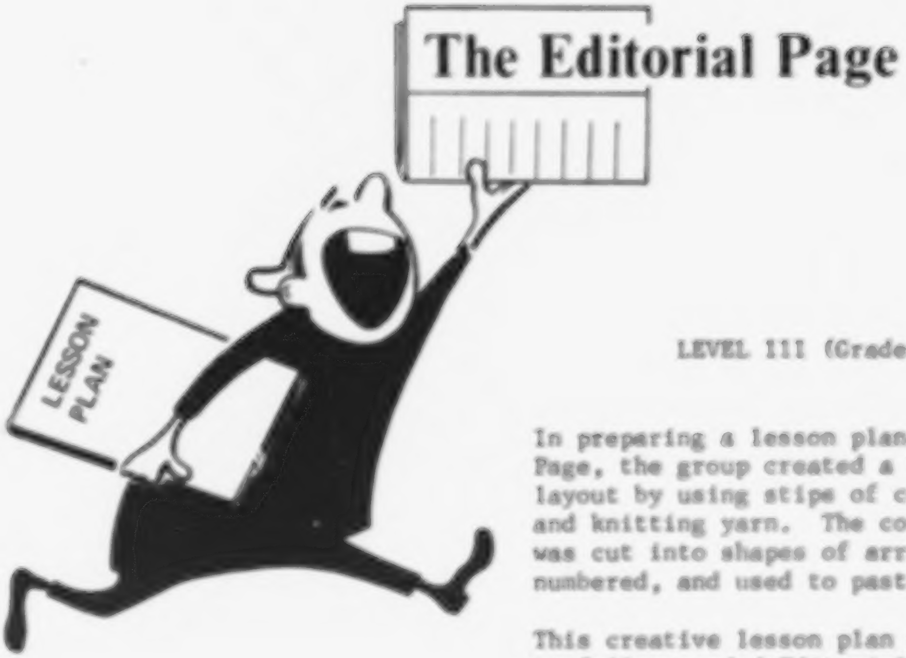
⑤

The Editorial Page



LEVEL III (Grades 7-8)

In preparing a lesson plan on the Editorial Page, the group created a three-dimensional layout by using stipe of construction paper and knitting yarn. The construction paper was cut into shapes of arrows and triangles, numbered, and used to paste down the yarn.

This creative lesson plan provides an easy-to-follow, coded Editorial Page layout, as shown on the following page.

I. Editorial--"No economic controls"--emphasizes the opinion of the newspaper.

   A. "Economic problems are Heath's first priority"
      and
   B. "Nixon plans two ecology units: Life,"

two stories clipped from other pages of the newspaper and related to the editorial.

II. Political cartoon--"Captain Nixon thanks you for your patience--we will now try to take off again"

   C. "Jobless rate will hit 5.5, expert says"
      and
   D. "Pennsy refused loan, files for bankruptcy,"

two stories clipped from other pages of the newspaper and emphasized by the political cartoon.

Interpretation of Political Cartoon

The stock market is going down. President Richard M. Nixon is trying to bring it up. Among the things mentioned as continuing to hold the stock market down are fixed incomes, inflation, rising unemployment, tight money and Wall Street. The faces of the gentlemen are all the same--gloomy. The lady is smiling. She is the stewardess and represents the Captain (Nixon) in time of trouble. She is saying:

> "Captain Nixon thanks you for your patience--we will now try to take off again"

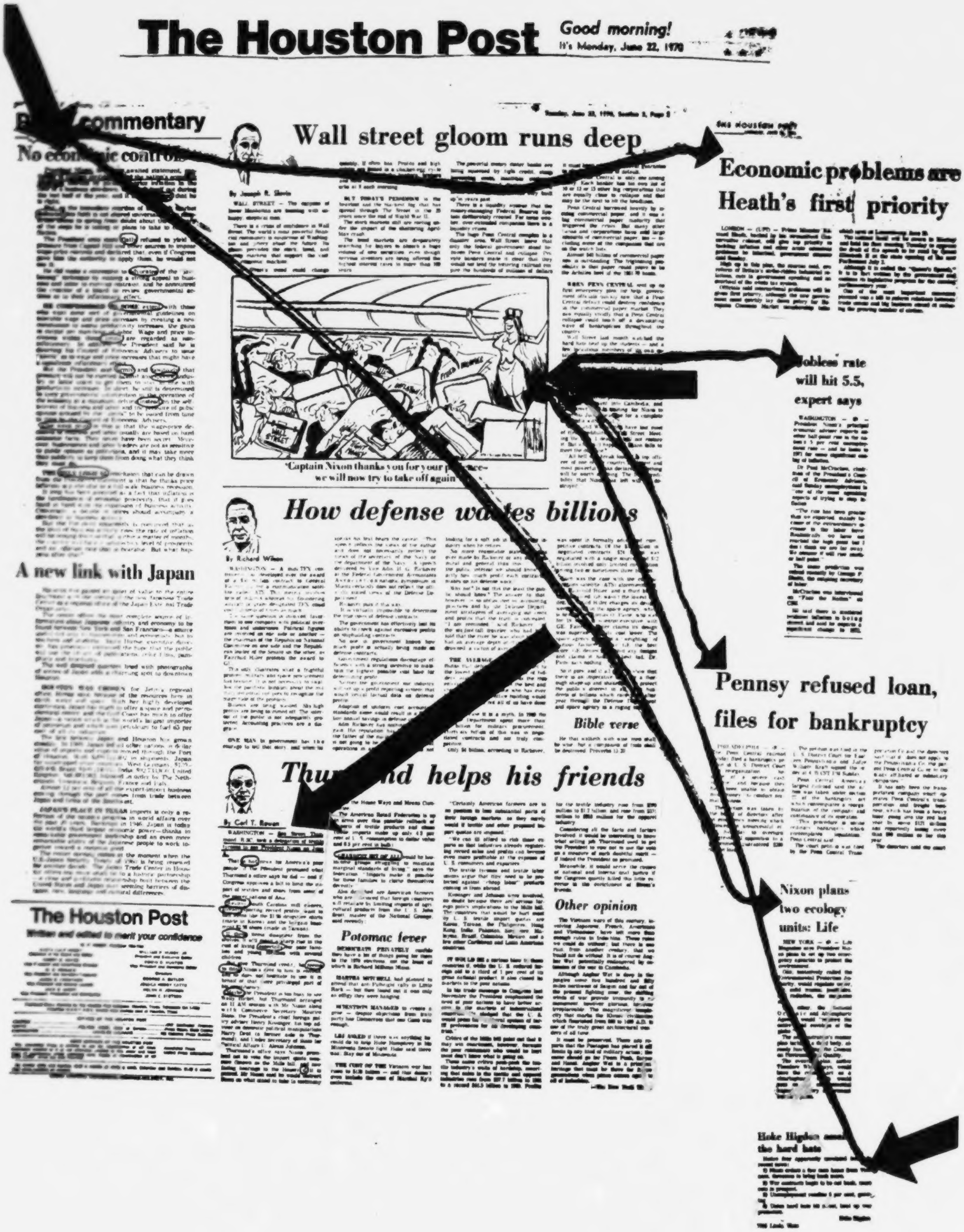
What she means is that Captain Nixon is trying to strengthen the nation's economy.

III. Syndicated column--"Thurmond helps his friends," by Carl T. Rowan

IV. Letter to the editor--"Hoke Higdon assails the hard hats"

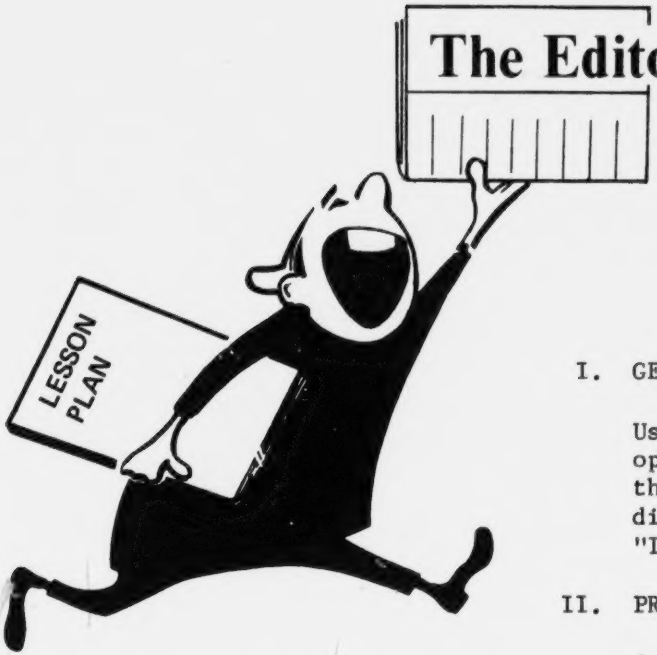
(Continued on next page)

Editor's Note: This Lesson Plan prepared by Group I: Mrs. Lanelle Phillips of Bonham, chairman; and Mrs. Birta Mae Carter of Laneville, Mrs. Jimmie Conner of Livingston, and Mrs. LaRue Hopson of Huntsville.


The Houston Post
Good morning!
It's Monday, June 22, 1970
commentary
No economic controls
Wall street gloom runs deep
Economic problems are Heath's first priority
Jobless rate will hit 5.5, expert says
'Captain Nixon thanks you for your patience— we will now try to take off again'
How defense wastes billions
A new link with Japan
Thurmond helps his friends
Pennsy refused loan, files for bankruptcy
Bible verse
Other opinion
Potomac fever
The Houston Post
Nixon plans two ecology units: Life
Hoke Higdon
the hard hats

Editorial Cartoon by JOHN FISCHETTI. Reprinted with permission from CHICAGO DAILY NEWS.

The Editorial Page



LEVEL III (Grades 7-8)

I. GENERAL OBJECTIVE

Use the editorial page to get different opinions on the same subject which, in this instance, is the new voting age discussed in the editorial headline "It's now up to courts."

II. PROCEDURES

A. Have students underline the editorial comment so they will learn how to distinguish facts from opinions.

B. Have students circle opinion words.

(Note: In the editorial headlined "It's now up to courts," the opinion words circled are because, however and weather.)

C. Have student evaluate what they have read.

(Continued on next page)

Editor's Note: This Lesson Plan prepared by Group IV: Willie L. Bennett of Brenham, chairman; and G. O. Lala of Victoria; Mrs. Patsy Rambo of Huntsville; and Mrs. Marilyn J. H. Randolph and Mrs. Johnnie M. Webb, both of Brenham.

The Houston Post

Nixon signs teen vote bill

[illegible] [redacted] [illegible]

Post / commentary

It's now up to courts

Congress has passed and President Nixon reluctantly [illegible] [redacted] lowering the voting age to 18, effective [redacted] 1971 — the first major change in voting rights since women gained the suffrage back in 1920.

If it holds up in court, some 10 million young Americans between the ages of 18 and 21 will win the right and responsibility of the franchise. Many thousands of them have fought, or are now fighting, in Vietnam and Cambodia, and this fact was a powerful argument of those who supported the legislation. It is hard to refute the position: If they are old enough to die for their country they are old enough to cast a ballot.

The President, while he favored lowering the voting age, maintained it should be done by constitutional amendment — as women's suffrage was attained — rather than by statute. He also believes that 18-year-old voting should be limited to presidential elections, although the new law permits it in all federal, state and local elections.

IT WAS DIFFICULT for him to veto the legislation, however. [redacted] Congress tied 18-year-old voting into the bill extending the Voting Rights Act of 1965, which was due to expire on Aug 6. If he had vetoed the lowering of the voting age, he perforce would have vetoed the extension of the Voting Rights Act, thereby releasing districts in seven Southern states from federal voting supervision credited with adding nearly 1 million Negroes to the electorate in five years.

Furthermore, the President badly needs to establish rapport with youth, to end the animosity which reached a peak with Cambodia and Kent State, and to deny the vote to 18, 19 and 20-year-olds by a stroke of the pen would have had the reverse effect of fanning the flames.

[redacted] there is a serious constitutional question of [redacted] the rights of the states to fix their own voting qualifications can be overturned by an act of Congress. The Supreme Court may very well hold that the President is right, and that an amendment to the federal Constitution is the only way.

TRUE, THE POLL TAX as a requirement for voting was banned several years ago, though it still was in effect in five states, including Texas, but that was done by the federal courts on the grounds it violated anti-discrimination provisions of the U.S. Constitution.

If the Supreme Court holds that a constitutional amendment is the only way to lower the voting age nationally (four states already have done so and Britain lowered the voting age to 18 this year), it can hardly be done in time for the 1972 elections, for amending the United States Constitution is a slow process.

Editorial Comment →

But whether it comes by statute or constitutional amendment, we believe the voting age should be low- [redacted] allowed to speak their minds at the ballot box instead of in street demonstrations and campus confrontations.

Amigos again go south

Once again those young ambassadors of friendship, the Amigos de las Americas, are departing for Latin America to promote good will, good health and better understanding [redacted] the United States and the countries to the south.

This is the fifth year for the Amigos program, inaugurated in 1965 by Houstonian Guy Bevil Jr. Each summer it sends high school and college age volunteers to work with underprivileged people of Latin American countries, primarily in the field of health.

Last year the Amigos worked in Guatemala and Honduras; this year Nicaragua and Colombia have been added. Although when the program originated the volunteers were mainly from Houston, now they come from many parts of Texas as well as from other states.

THE FIRST GROUP, totaling 132, left last Saturday. A second group will leave Houston on July 11, and a third on Aug 1. In the towns and villages of the four countries mentioned they will give immunization shots against prevalent diseases, teach hygiene and English, and this year, for the first time, distribute eyeglasses to those who need them.

Sometimes, unfortunately, such aid programs from the Colossus of the North cause resentment among the people of less favored nations, but not so the Amigos. The approach used by the young Americans is one of sincerity, respect, sympathy and a genuine desire to be helpful.

The response has been one of friendship and increasing trust.

Not only is the program helpful to those who receive the assistance, but also to the young volunteers who take part in it. They have, of course, the deep satisfaction of helping those in need, but they also learn to appreciate the warmth and generosity of their own country, which with all its faults, has been one of the greatest benefactors of the distressed and underprivileged peoples of the world.

The Houston Post
Written and edited to merit your confidence
[illegible]

A new look at Cambodia foray

By Joseph Kraft

SAIGON — The Cambodian venture was distinguished from the start by an enormous gap between what the President said and what actually happened. [illegible]

The crystal ball was a bubble!

Bible verse

[illegible]

The campus reads its mail

By Art Buchwald

[illegible]

Heath, Nixon get along well

By Richard Wilson

[illegible]

Heath, right, jokes with voter during campaign

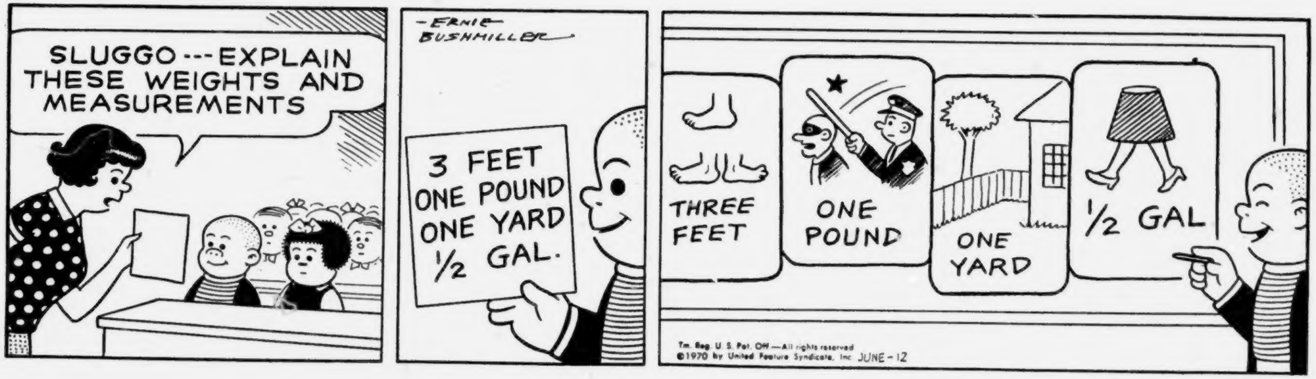
[illegible]

Potomac fever

[illegible]

The Comic Strips

Courtesy of AUSTIN-AMERICAN-STATESMAN
Copyright 1970 UNITED FEATURE SYNDICATE, INC.


SLUGGO---EXPLAIN THESE WEIGHTS AND MEASUREMENTS
-ERNIE BUSHMILLER
3 FEET
ONE POUND
ONE YARD
1/2 GAL.
THREE FEET
ONE POUND
ONE YARD
1/2 GAL
Tm. Reg. U.S. Pat. Off—All rights reserved ©1970 by United Feature Syndicate, Inc JUNE-12

THE RYATTS by JACK ELROD
Courtesy of PUBLISHERS-HALL SYNDICATE

DAD, WILL YOU HELP ME WITH A MATH PROBLEM?
GULP!
5-26
THREE TO THE TENTH POWER EQUALS TH' SUM OF X PLUS...
WILL YOU HELP ME, DAD?
I'LL WORK ON IT MYSELF WHILE YOU HELP MISSY!
JACK ELROD
BLESS YOU!
?
TM ® All rights reserved 1970 Publishers-Hall Syndicate

COMICAL SIDE OF MATH--The talents of the artists who draw the comic strips--such as Ernie Bushmiller *(Nancy)* and Jack Elrod *(The Ryatts)*--help us to see the funny side of situations not usually associated with humor. For the more serious side of mathematics, see Pages 86-142 of this guide.

The Comics:
What's All the Laughter About?

What is it that distinguishes the human being from others of his species?

Is it his brain? They say a whale has a much more complex brain than man.

Then perhaps it is his strength. It can't be. There are much stronger creatures.

Maybe it is man's physical appearance or physique.

But no. Other animals are more beautiful and are built equally well for their roles in life.

Can it be love? There are animals which love deeply and faithfully.

Can it be courage? Again, other creatures exhibit great or greater bravery.

Then what is the one characteristic of man that distinguishes him entirely from the animals.

IT IS LAUGHTER.

Man can laugh. Man can laugh at himself. Man can laugh at others. Man can laugh at society. Man can laugh in warm understanding at an abstract idea.

Laughter is a basic human emotion. It serves a fundamental human need. It spreads oil on troubled waters. It makes or breaks politicians. It forms the basis of a million dollar business.

Many people are in the business of making people laugh: comedians in films and television, and on the nightclub and after-dinner circuit; writers, including newspaper columnists; and artists.

And who are the artists who create laughter? Most of them are cartoonists. They draw for a living, and their drawings--including comic strips--provide the stimulus to make us laugh.

What makes people laugh? Researchers into the industry of laughter have come up with the following list, and many of the items on it are found daily in the comics:

incongruity

stock situations

stock characters

authority figures

clever use of words or symbols

themselves

embarrassing moments

strange or unusual combinations

*human frailties

times of too intense drama, such as fear

*excessive pride, overconfidence, weakness to vice

Knowing what makes people laugh gives us a clearer understanding of human nature. And a study of those stimuli that provoke laughter deepens that understanding.

An examination of the comic pages of any newspaper provides practice in the following reading perception skills:

visual interpretation skills

judging by facial expression

grasping an image of oneself or another person

predicting behavior

making moral value decisions

Many comics are not "funny" at all. Rather, they are situation dramas--some of them continuing like the daily soap operas. These situation dramas echo certain aspects of society. To wit:

adventure

ambition

childrearing

crime

dishonesty

drinking

education

envy

escapism

family tensions

fear

greed

hatred

hypocrisy

infidelity

injustice

jealousy

leisure

love

materialism

mental illness

misrepresentation

mystery

new sexual freedom

poverty

racism

senior citizens

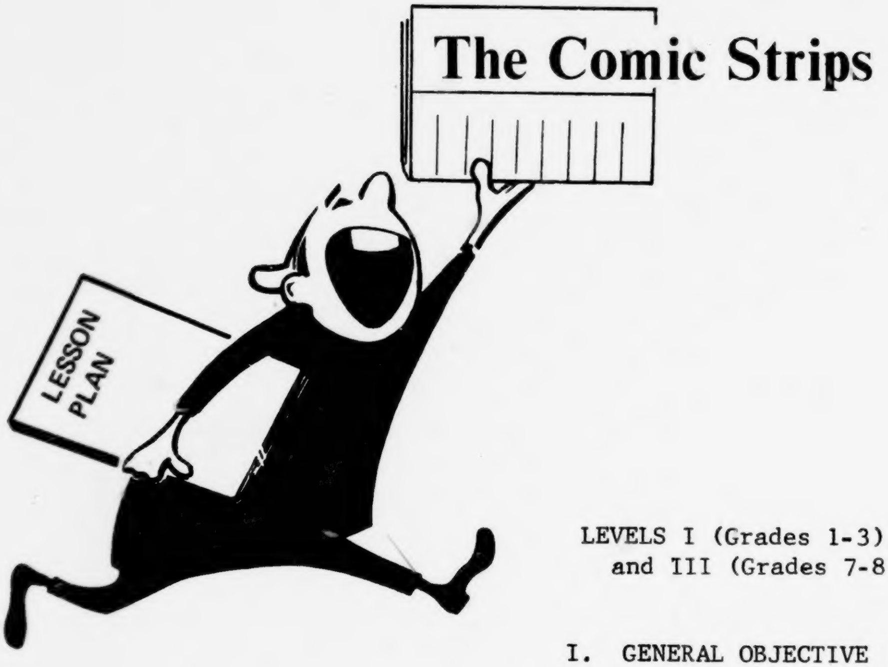
status seeking

work life

These and many other aspects and ideals of our lives are all too evident in today's newspaper--not only on the front page but in the comics too.

--MRS. NANCY J. HAGEN

The Comic Strips



LEVELS I (Grades 1-3), II (Grades 4-6), and III (Grades 7-8)

I. GENERAL OBJECTIVE

The use of the comic strip to strengthen reading skills.

II. PROCEDURES

A. Let the students as a group select a comic strip or cartoon they would like to study.

B. Have the students verbalize the literal meaning.

C. Clarify the vocabulary, if necessary.

D. Ask the students how the situation depicted is indicative of life.

E. Have the students identify the "types" such as the hero or heroine, the victim, or the butt of the joke.

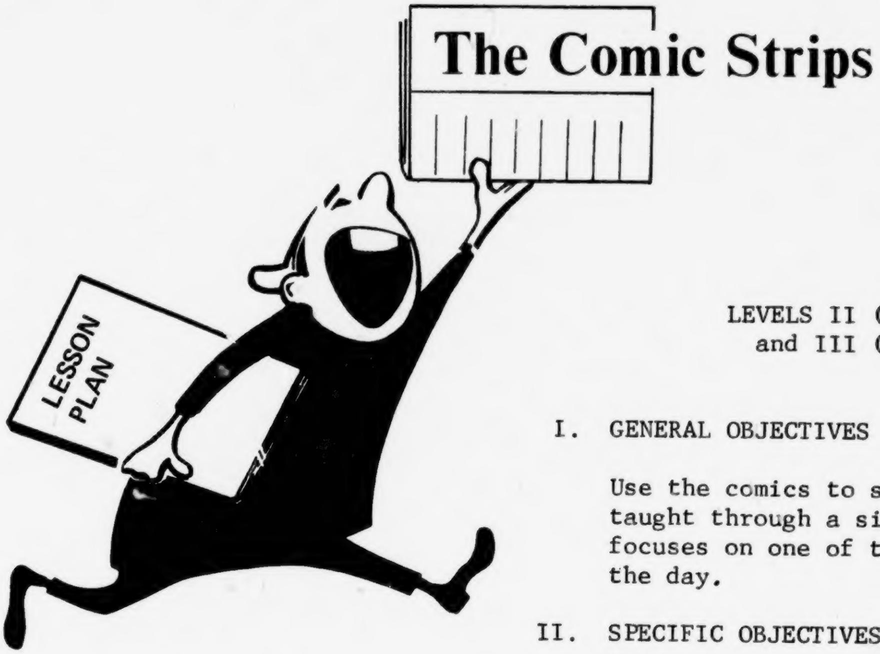
F. Ask the students if the comic strip is funny. If so, how is it funny?

G. Ask the students what non-laugh-provoking elements of the human experience do they find in the example. Explain the term "human experience" as being such feelings as sadness, rejection, the ridiculous, lewdness, cruelty, despair, or frustration.

H. Ask the students to substitute a symbol for the characters in the example.

--MRS. NANCY J. HAGEN

The Comic Strips



LEVELS II (Grades 4-6)
and III (Grades 7-8)

I. GENERAL OBJECTIVES

Use the comics to show how lessons are taught through a situation drama that focuses on one of the major topics of the day.

II. SPECIFIC OBJECTIVES

How words or symbols are used to point out the need for clean air.

III. PROCEDURE

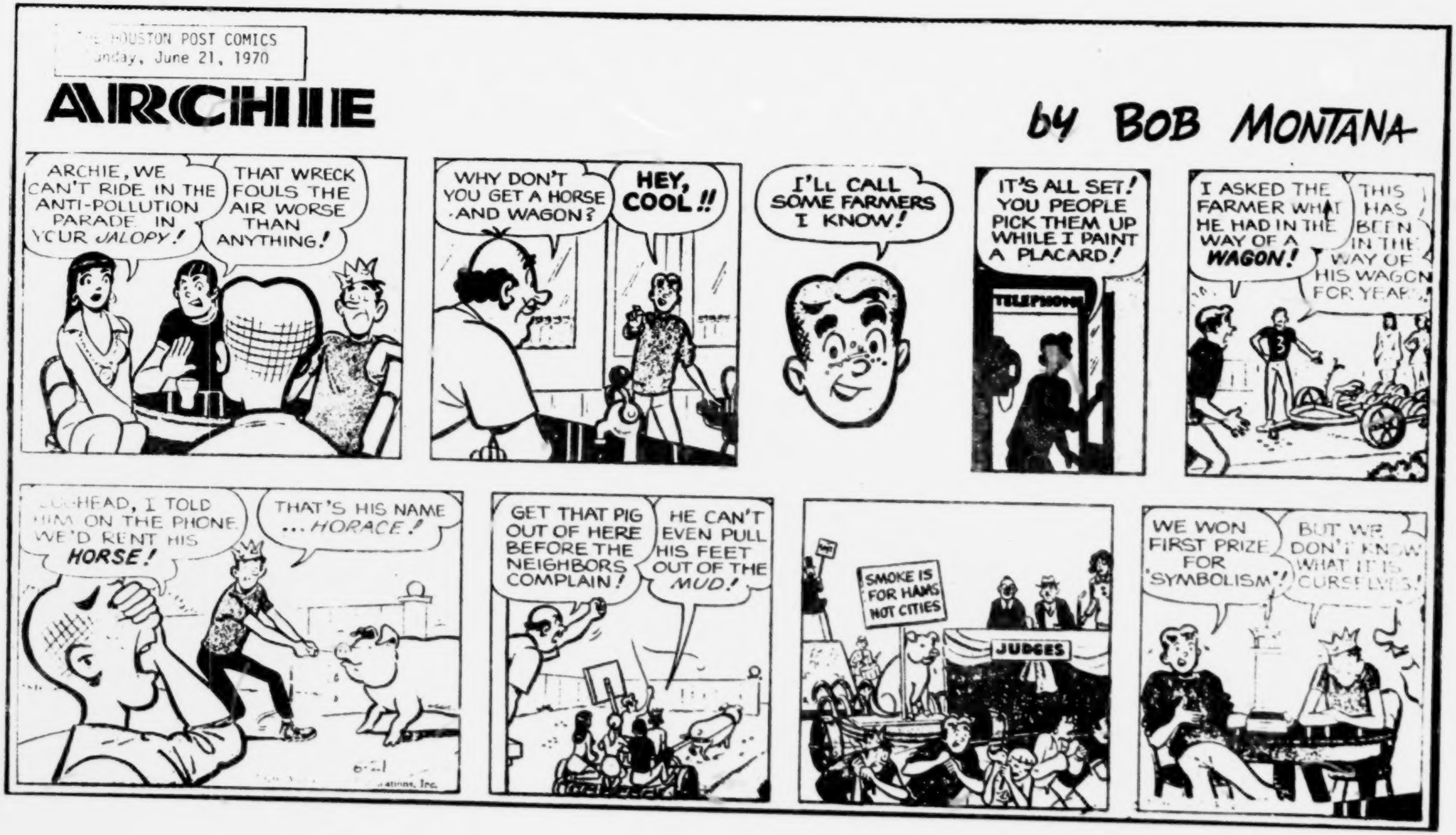
A. Read each panel of the comic strip and predict the outcome.

B. Pick out the words and symbols used in the comic strip that may be found in other sections of the newspaper.

SUMMARY: The lesson points out the need for clean air.

(Continued on next page)

Editor's Note: This Lesson Plan prepared by Group IV: Willie L. Bennett of Brenham, chairman; and G. O. Lala of Victoria, Mrs. Patsy Rambo of Huntsville, Mrs. Marilyn J. H. Randolph of Wichita Falls, and Mrs. Johnnie M. Webb of Brenham.


HOUSTON POST COMICS
unday, June 21, 1970
ARCHIE
by BOB MONTANA
ARCHIE, WE CAN'T RIDE IN THE ANTI-POLLUTION PARADE IN YOUR *JALOPY*!
THAT WRECK FOULS THE AIR WORSE THAN ANYTHING!
WHY DON'T YOU GET A HORSE AND WAGON?
HEY, COOL!!
I'LL CALL SOME FARMERS I KNOW!
IT'S ALL SET! YOU PEOPLE PICK THEM UP WHILE I PAINT A PLACARD!
TELEPHONE
I ASKED THE FARMER WHAT HE HAD IN THE WAY OF A **WAGON!**
THIS HAS BEEN IN THE WAY OF HIS WAGON FOR YEARS!
JUGHEAD, I TOLD HIM ON THE PHONE WE'D RENT HIS **HORSE!**
THAT'S HIS NAME ... *HORACE!*
GET THAT PIG OUT OF HERE BEFORE THE NEIGHBORS COMPLAIN!
HE CAN'T EVEN PULL HIS FEET OUT OF THE *MUD!*
SMOKE IS FOR HAMS NOT CITIES
JUDGES
WE WON FIRST PRIZE FOR "SYMBOLISM"!
BUT WE DON'T KNOW WHAT IT IS OURSELVES!
6-21

Copyright 1970 ARCHIE COMIC PUBLICATIONS, INC.

The Comic Strips

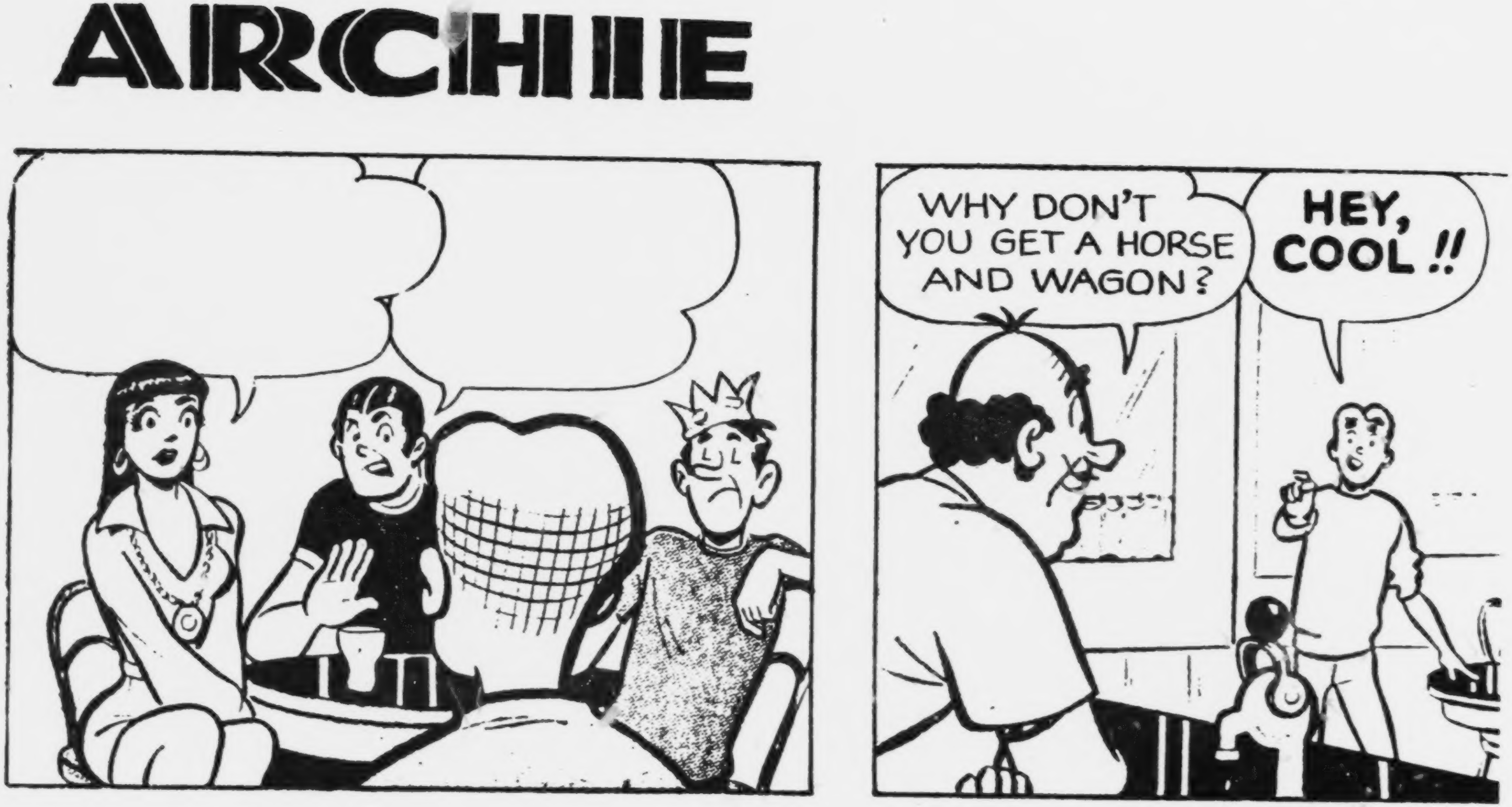
LEVELS II (Grades 4-6)
and III (Grades 7-8)

The ARCHIE comic strip on the preceding page may also be used as another Lesson Plan to develop writing skills. All the teacher needs to do is "blank" out the dialog or other print symbols in the "balloon" that identifies the speaker to the reader.

In the example on the next page, the printed matter in the balloons in the first panel was blanked out with a typist's correction fluid. Just as easily, a teacher might take some fingernail scissors and cut out the printed matter.

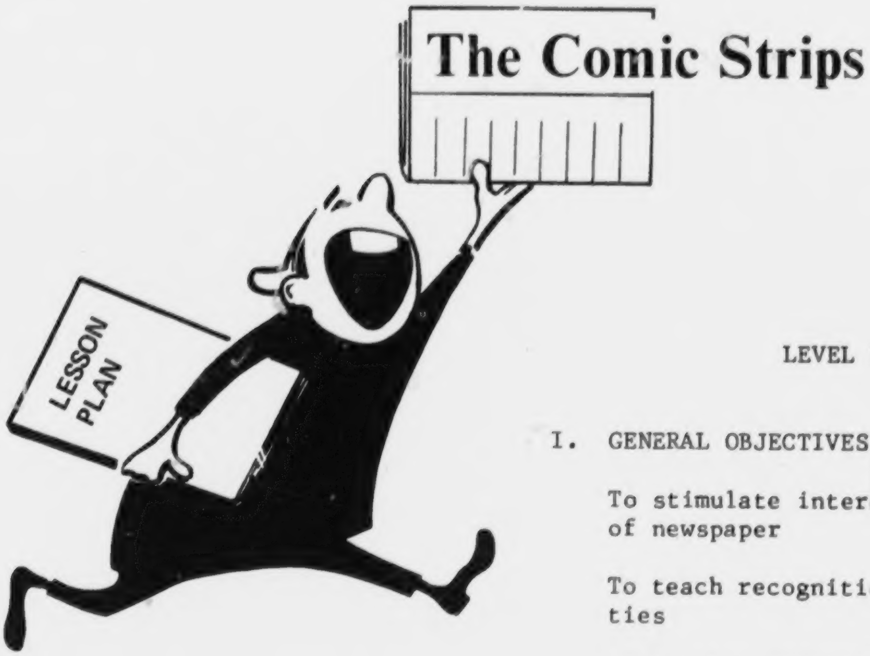
To get even more mileage out of this technique, have the students select their own example and blank out the dialog. Then have them exchange the examples with their neighbor. The students could take turns before the class telling what story they made up from the example.

(Note: All the techniques discussed above could also be used with a cartoon. The students could either write their own caption for the cartoon or write a story around it.)


ARCHIE
WHY DON'T YOU GET A HORSE AND WAGON?
HEY, COOL !!

Copyright 1970 ARCHIE COMIC PUBLICATIONS, INC.

The Comic Strips



LEVEL III (Grades 7-8)

I. GENERAL OBJECTIVES

To stimulate interest in reading all of newspaper

To teach recognition of human frailties

To develop understanding of symbolism

To develop appreciation of commercial art

II. ACTIVITIES

Read and observe pictures

Discuss noticed things in the comic strip

List key words with literal and figurative meanings

List symbols in words

List symbols in pictures

Verbalize the values of comic strips

III. EVALUATION

Have students draw and/or write their own comic strip

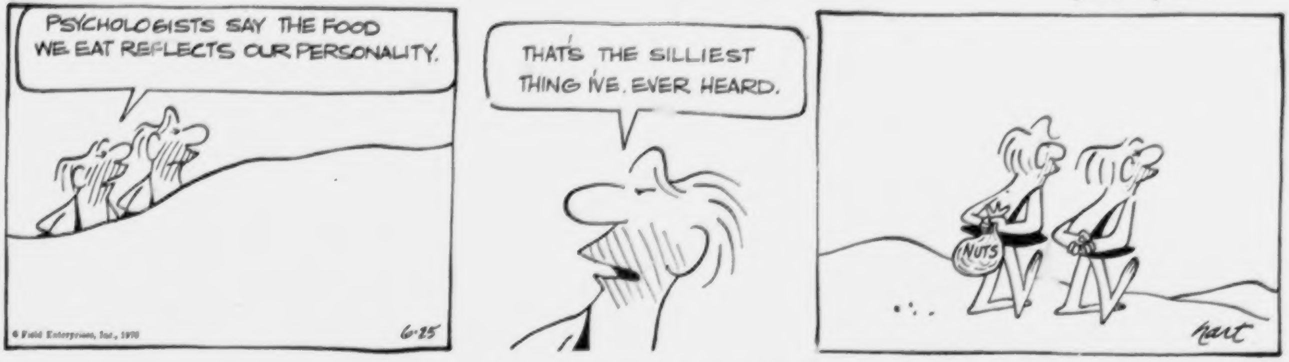
Write summary of the discussion

Apply study to another comic strip

(Continued on next page)

B. C.

by Johnny hart


PSYCHOLOGISTS SAY THE FOOD WE EAT REFLECTS OUR PERSONALITY.
THAT'S THE SILLIEST THING I'VE EVER HEARD.
NUTS
© Field Enterprises, Inc., 1970
6-25
hart

By permission of JOHNNY HART AND FIELD ENTERPRISES, INC.

LITERAL MEANING: People refuse to believe or accept a truth or theory about themselves if it is not complimentary.

VOCABULARY: Psychologists deal with human behavior, often with behavior disorders. The popular term for behavior disorders is "nuts."

SITUATION OF LIFE: Common man in ordinary pursuits

CHARACTERS: Common man with fellowman

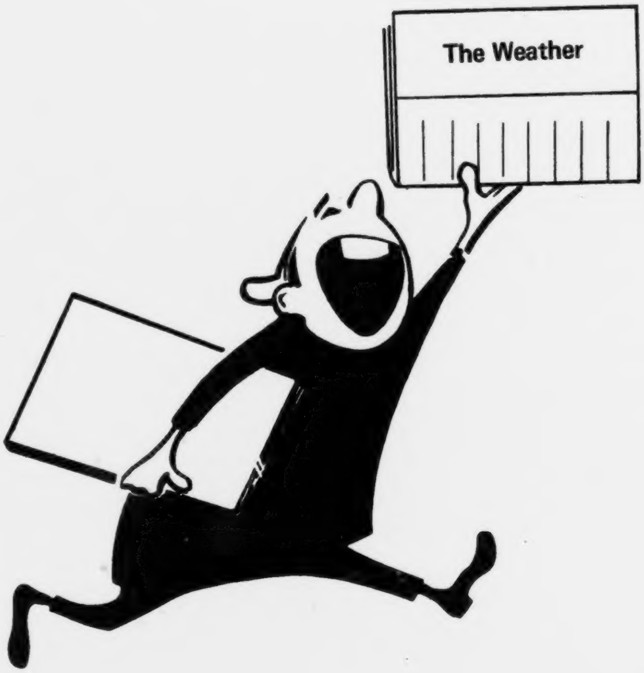
VICTIM: Common man

FUNNY: Yes, like most of us, he (character on the left in panels 1 and 3) tries to hide evidence of his weakness or supposed weakness.

NON-LAUGH PROVOKING ELEMENT: Frustration

HIDDEN MEANING: We all carry our weaknesses with us. We may even enjoy it, but we don't want it pointed out.

Editor's Note: This Lesson Plan prepared by Group II: Miss Becky McDonnell of Denton, chairman; and Mrs. Roberta L. Johnson of Cushing; Mrs. Eva M. Morrow and Mrs. Mabel V. Moses, both of Brenham; and Mrs. Marilyn Vaughn of Wichita Falls.


The Weather

WEATHER REPORT--Members of Group IV at the Huntsville workshop display the weather assignment they prepared for a unit on the weather. Seated, left to right, are Mrs. Patsy Rambo of Huntsville and Mrs. Marilyn J. H. Randolph of Brenham. Standing, left to right, are G. O. Lala of Victoria, and Mrs. Johnnie M. Webb and Willie L. Bennett, both of Brenham.

It's Not a Question of Weather or Not --But Let's Get Right to the Highs and Lows

The Weather Page should be a significant part of the newspaper in the classroom "curriculum" of adult basic education students. There are a number of reasons why the teacher should familiarize these students with forecasts, highs and lows, and other weather information.

Many adult basic education students depend on the weather for, if not all their livelihood, a significant part of it. This is particularly true of the students who work outdoors, such as farmers and carpenters.

Not only do they need to know the daily forecasts but they also need to know what kind of weather is forecast for their area in, say, a week from now. By knowing this information, they can plan their jobs better.

A study of the weather information also contributes to the student's ability to think in a systematic and logical manner. It is part of the learning process of going from one given point (Example: today's forecast) to another given point (tomorrow's forecast). Essentially, such study strengthens the student's comparison-contrast learning ability.

There can be two approaches to the study of the weather page. However, before getting into these approaches, it should be pointed out that this study should be based on the student's needs in relation to an understanding of the weather forecasts.

Level I

One approach to the study of the Weather could be the narrow approach of just what the weather is and how to read the weather page. This approach would be one of understanding and should include emphasis on visual image interpretation and understanding of charts and graphs. Both this interpretation and understanding are essential elements in learning foundations in a study of the weather--and later mathematics.

Level II and III

A second approach--and one which is broader--could be the study of the weather from a cause and effect approach. This technique would include the principles outlined in Level I but also encompass broader understandings.

After the students have mastered the basic understandings of the weather, the teacher could lead them into a study of the causes of certain weather, locations of large bodies of water, mountain ranges, wet and dry areas, etc., which not only affect the weather but which might also be the result of weather. For instance, tropical regions versus desert regions.

The effect of the weather on life styles could also be explored. For instance, the discussion could center around these topics: what types of clothing, outdoor activities, and dwellings found in certain parts of the world. And of course, the teacher could pursue these topics more by asking the students what effect the weather plays on the development of these life styles.

For students in Levels II and III, the teacher might also introduce a unit asking the class to follow and chart the daily weather and discuss it from still another cause and effect standpoint. For instance, why does the temperature rise during the day and fall during the night?

It is hoped this knowledge gained by studying the weather page will be transferred to the student's way of life. The principles learned--for instance, comparison-contrast--should make the student a better shopper.

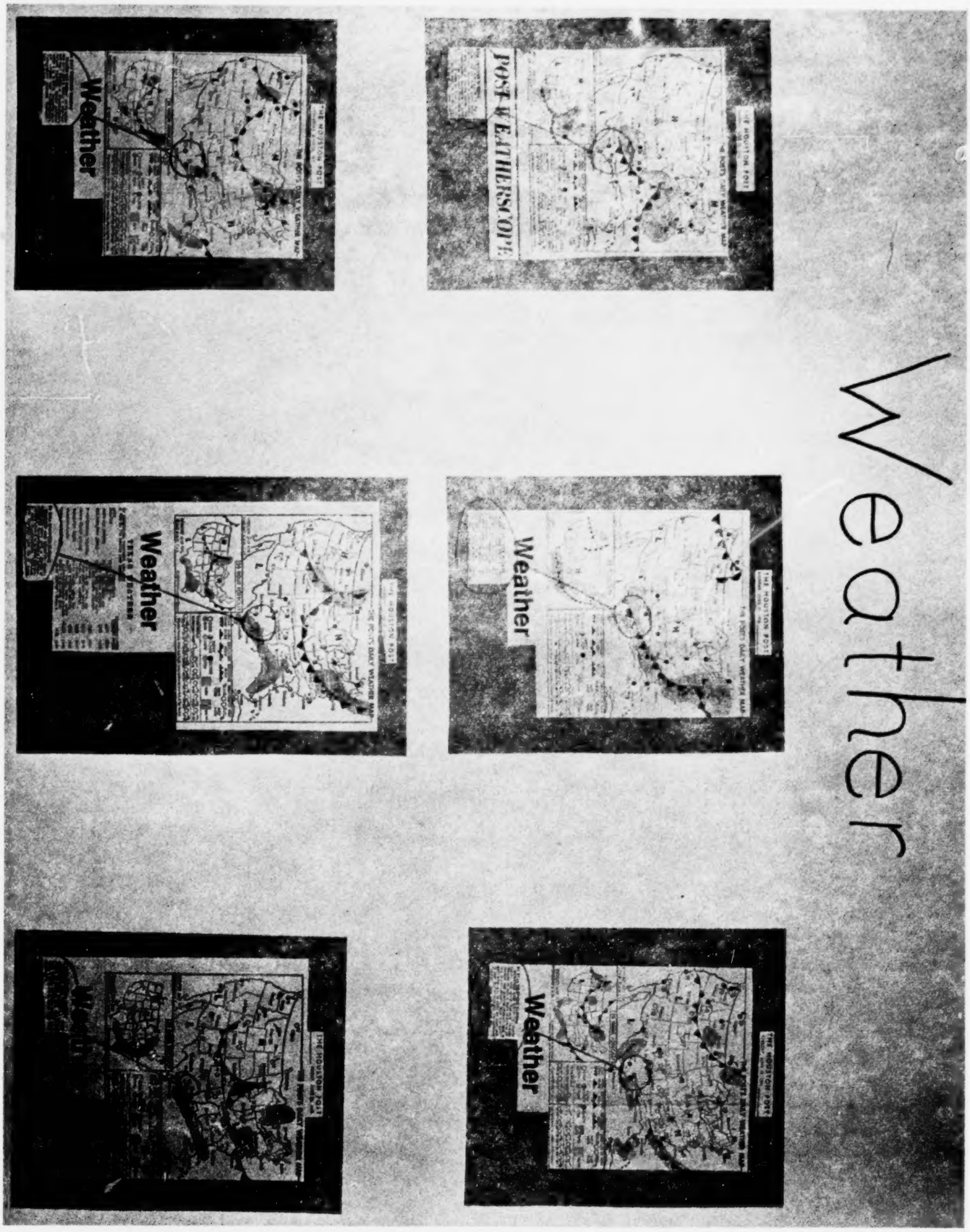
Not to mention the fact that such a study should awaken a student's dormant thought processes or even activate brand new ones! --RONNIE AKIN

The Weather

Editor's Note: The photograph below is part of the Lesson Plan on the Weather developed by one group of participants at the Huntsville workshop. Each of the following Lesson Plans are excellent examples of how human resourcefulness, construction paper, a pair of scissors, glue, and the creative imagination can be combined to produce effective teaching units. The photograph below is a case in point. The expanding pocket file folder was attractively labeled and then cut to size to "package" this group's Lesson Plan.

(Continued on next page)

Editor's Note: This Lesson Plan prepared by Group II: Miss Becky McDonnell of Denton, chairman; and Mrs. Roberta L. Johnson of Cushing; Mrs. Eva M. Morrow and Mrs. Mabel V. Moses, both of Brenham; and Mrs. Marilyn Vaughn of Wichita Falls.



Editor's Note: This Lesson Plan prepared by Group I: Mrs. Lanelle Phillips of Bonham, chairman; and Mrs. Birta Mae Carter of Laneville; Mrs. Jimmie Conner of Livingston; and Mrs. LaRue Hopson of Huntsville.

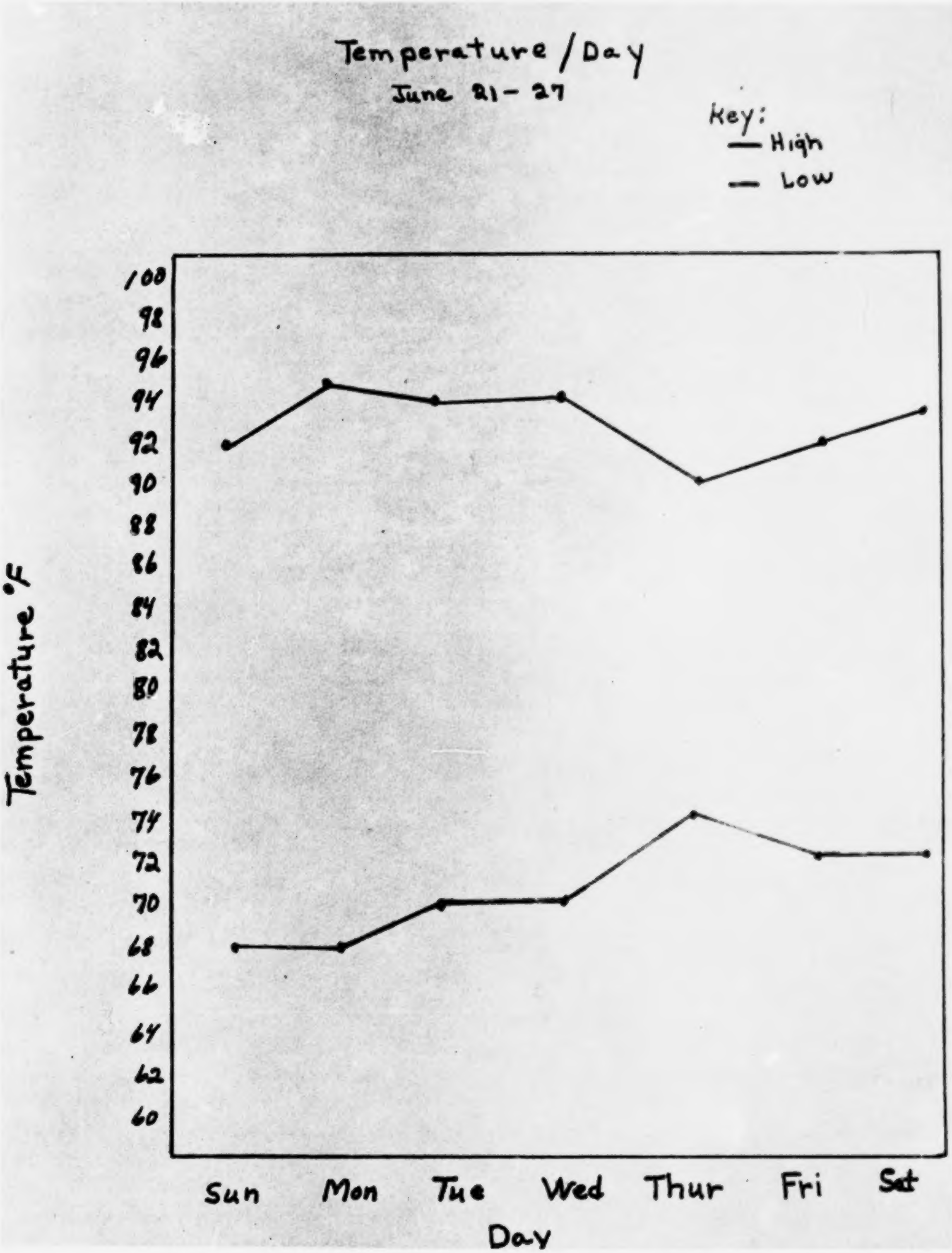
(Continued on next page)

Temperature/Day for Graph

Data Table

Date	Day	High°F	Low°F
Jun 21	Sun	92	68
Jun 22	mon	95	68
Jun 23	Tue	94	70
Jun 24	Wed	94	70
Jun 25	Thur	90	74
Jun 26	Fri	92	72
Jun 27	Sat	93	72

(Continued on next page)



Editor's Note: This Lesson Plan prepared by Group III: Mrs. Patsy Matula of Cameron, chairman; and Mrs. Evie Karrh of Hale Center; Miss Mary Helen Petersen of San Antonio; and Mrs. Johnnie Mae Proctor of Henderson.

Editor's Note: This Lesson Plan prepared by Group IV: Willie L. Bennett of Brenham, chairman; and G. O. Lala of Victoria; Mrs. Patsy Rambo of Huntsville; and Mrs. Marilyn J. H. Randolph and Mrs. Johnnie M. Webb, both of Brenham.

Here are some suggested Lesson Plan ideas you might want to incorporate into your newspaper unit on the weather. Remember, they are only suggestions. You, as a teacher of adult basic education, know your students and what works best for them collectively and individually. This knowledge of your students and their rate of achievement will be the determining factor in how you present your weather unit.

LEVEL I (Grades 1-3)

Have the students identify the Weather section in the newspaper.

LEVEL II (Grades 4-6)

Have each member of the class construct and maintain a temperature bar graph for one month. This assignment should be a classroom assignment and not--repeat, NOT--a homework assignment.

LEVEL III (Grades 7-8)

Have the class plot national weather movements and figure the average daily temperatures of the various states.

(Note: The weather unit could also include fun and games sessions. For instance, one session might be called "Predictions." The students would compete among themselves in seeing who's the best forecaster on high and low temperatures, rainfall, and other future weather conditions for their local community. Another session might be called "Indoors or Outdoors," and the object of this game would be for the participants to plan how they will spend a day three weeks from now based on their knowledge of the weather. One side may plan its day around indoor activities, while the other side may plan to harvest a cotton crop, paint the house, or have a picnic. Will the weather forecast hold? Time will tell who the winner is--three weeks from today!)

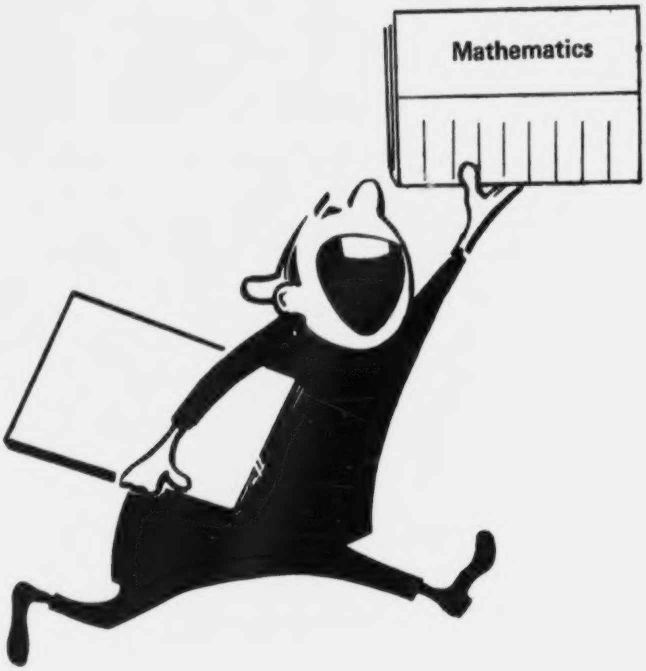

Mathematics

FIGURE IT THIS WAY--Ronnie Akin of San Antonio, consultant for the mathematics segment of the Huntsville workshop, discusses how one newspaper advertisement can be worked into a lesson plan for the three levels of math in adult basic education. The teachers, left to right, are Mrs. Roberta Lee Johnson of Cushing, Mrs. Marilyn Vaughn (back to camera) of Wichita Falls, and Miss Becky McDonnell of Denton.

Some Plus (+) Values Found in Using the Newspaper to Teach Mathematics

The premise for using the newspaper to teach mathematics must first rest on the foundation that the materials chosen should be of interest to the students--whether they are children or young people pursuing learning in the daily classroom situation or, what we are concerned with here, undereducated adults. These materials should not only be educational but also of value to their lives.

For example, the teacher should not choose newspaper advertisements that are totally irrelevant to the lives of the students. Instead, the teacher should choose ads that are of immediate use. Why? Because such ads ultimately have the greatest value in teaching basic understanding, abilities and concepts related to mathematics.

Another basic use of the newspaper ad is a study of its layout and learning how to "read" its contents. Just what should an ad contain to be useful and complete? The ad should contain the item to be sold--either in picture form or in printed form. And the item should be described in such a manner that the reader is not left in any doubt about what he would be buying as depicted in the ad both visually and descriptively.

The ad should also contain the cost/s per item/s. Of course, the students may need to be able to figure both individual costs and group costs. If the student's rate of progress indicates a deficiency in figuring such costs, the teacher can stress this particular instruction as the students are led through this unit.

Extracts From "A Guide for Curriculum Planning: Basic Education for Adults"

The following section contains a series of processes the teacher might use in instructing students in Levels I, II, and III. These processes were extracted from "A Guide for Curriculum Planning: Basic Education for Adults," which was published by the Texas Education Agency's Division of Adult and Continuing Education. This guide was prepared by 100 administrators and teachers of adult basic education invited to participate in an Agency-sponsored production workshop held in the summer of 1968 in Austin.

I - Number Theory

Greater than   Less than

II - Recognize, Write and Use Numbers

0 through 100

Value of numerical position (place value)

Interpret written symbols (numerals) into ideas (numbers)

Interpret ideas (numbers) into written symbols (numerals)

III - Addition

One digit numerals, vertical and horizontal, ...

Examples:

$$\begin{array}{r} 9 \\ +\ 2 \\ \hline 11 \end{array} \qquad 9 + 2 = 11$$

. . . . to four digit numerals, vertical and horizontal

Examples:

$$\begin{array}{r} 9{,}561 \\ +\ 9{,}421 \\ \hline 18{,}982 \end{array} \qquad 9{,}561 + 9{,}421 = 18{,}982$$

Regrouping (carrying and borrowing)

Examples:

$$\begin{array}{r} 1 \\ 26 \\ +36 \\ \hline 62 \end{array} \qquad \begin{array}{r} 24 \\ -16 \\ \hline 8 \end{array} \quad \text{is} \quad \begin{array}{r} 1\ \ 14 \\ \cancel{2}\cancel{4} \\ -16 \\ \hline 8 \end{array}$$

Columnar Addition

Example:

$$\begin{array}{r} 87 \\ 84 \\ 26 \\ +\ 93 \\ \hline 290 \end{array}$$

IV - Subtraction

One digit numerals, vertical and horizontal, ...

Examples:

$$\begin{array}{r} 9 \\ -\ 5 \\ \hline 4 \end{array} \qquad 9 - 5 = 4$$

. . . . to four digit numerals, vertical and horizontal

Examples:

$$\begin{array}{r} 4{,}355 \\ -\ 1{,}242 \\ \hline 3{,}113 \end{array} \qquad 4{,}355 - 1{,}242 = 3{,}113$$

Regrouping

Example:

$$\begin{array}{r} 82 \\ -\ 54 \\ \hline 28 \end{array} \quad \text{is} \quad \begin{array}{r} 7\ \ 12 \\ \cancel{8}\cancel{2} \\ -54 \\ \hline 28 \end{array}$$

Checking

Example: Problem: Check:

$$\begin{array}{r} 39 \\ -21 \\ \hline 18 \end{array} \qquad \begin{array}{r} 18 \\ +21 \\ \hline 39 \end{array}$$

V - Multiplication

One digit numerals to three digit numerals, with and without carrying

Examples:

*One digit *Three digit **Three digit

$$\begin{array}{r} 4 \\ \times\ 2 \\ \hline 8 \end{array} \qquad \begin{array}{r} 422 \\ \times\ 2 \\ \hline 844 \end{array} \qquad \begin{array}{r} 1\ 1\ \ \\ 422 \\ \times\ 9 \\ \hline 3{,}798 \end{array}$$

* Without carrying ** With carrying

VI - Division

One digit dividend to a three digit dividend

Examples:

$$/\overline{9} \qquad /\overline{946}$$

One digit divisor to a two digit divisor

Examples:

$$3/\overline{\quad} \qquad 25/\overline{\quad}$$

With and Without remainders

Examples:

$$\begin{array}{r} R21 \\ 37\ \ \\ 25/\overline{946} \end{array} \qquad \begin{array}{r} 3 \\ 3/\overline{9} \end{array}$$

VII - Word Problems

Student-written problems Problems involving four basic operations (addition, subtraction, multiplication and division)

Problems combining two (addition and subtraction) or more of the basic operations

VIII - Practical Application of the Four Basic Operations Involving

Problems of speed   Problems of time   Problems of distance

IX - Geometry

Location of places by number

Area and square units: squares, rectangles and triangles

Volume

Areas and circumferences of geometric figures

X - Fractions

Greater than   and   Less than

Addition and subtraction of like fractions

Multiplication

Division

Addition and subtraction of unlike fractions and mixed numbers

Mixed operations

Fractional and mixture problems

XI - Decimals

Read and write decimals

Change fractions to decimals and decimals to fractions

Four basic operations

Addition   Subtraction   Multiplication   Division

XII - Percent

Read and write percent

Change percents to decimals and fractions

Find what percent one number is of another

Percents greater than 100

Find a number of which a percent is given

XIII - Consumer Buying

Installment buying

Budgeting: including income and fixed expenses

Values in purchasing

Time, as related to earning power, workday, time clock, and time and a half overtime

Discount prices

Taxes

Profit and Loss

XIV - General Educational Development (GED) Preparation

Squares and square roots

Series: arithmetic, geometric and miscellaneous

Addition and subtraction of monomials and binomials

Multiplication, division reduction of monomials and binomials

Factoring binomials and trinomials

Quadratic formula

Logarithms, base ten, and use of tables

Suggested Method of Using Mathematics Processes for the Three Levels

To facilitate the teacher's use of the processes described above for Levels I, II, and III, here is a chart showing the processes recommended for each level. Note that some of the processes overlap.

LEVEL	PROCESS											
					Simple							
I	I	II	III	IV	V	VI	VII					
					Complex				Simple			
II	→				V	VI	VII	VIII	IX	X	XI	XII
	(Ongoing development of preceeding level)											

(Chart concluded on next page)

LEVEL	PROCESS
III	Complex → IX X XI XII XIII XIV ↓ (Ongoing development of proceeding level)

Of Processes and Levels

LEVEL I

The teacher could begin this unit by teaching the students to "read" the ad and understand its layout, etc. The teacher should emphasize that the students should look for and identify the most important parts of the ad--that is, those parts that give information as opposed to those parts that are merely filler material or "window dressing." After this ability development is evident, the students can proceed to the basic mathematics processes shown in the foregoing chart. To wit: Processes I, II, III, IV, V, VI, and VII.

LEVEL II

The teacher should be able to introduce the students to more complex development of the processes listed for Level I--plus development of these additional processes: V, VI, VII, VIII, IX, X, XI, and XII. It is suggested the teacher use X and XI for in-depth teaching and use XII as an introduction to Level III.

As you no doubt noticed, the foregoing chart indicates overlapping of the processes for different levels, such as Levels I and II. The teacher's choice of which process to use with which individual student or group of students should be determined by the abilities of the students to understand the concept at hand.

LEVEL III

The teacher should concentrate on the development of the processes outlined for Levels I and II--plus the last two processes shown on the chart: XIII and XIV.

IMPORTANT

In planning problems for the students, the teacher should analyze the problems by becoming thoroughly familiar with the operational steps to be used and evaluating their effectiveness and appropriateness for the students.

For instance, would the following problem be on your students' ability level?

PROBLEM

A newspaper advertisement shows a two-pound can of coffee selling for $1.87 and a one-pound can of coffee selling for $0.89.

The student is asked to determine the saving when buying two one-pound cans.

Analysis

This problem involves two of three possible processes: addition or multiplication, and subtraction:

$1.87 - ($0.89 + $0.89) = ? $1.87 - ($0.89 x 2) = ?

Subtraction   Addition   or   Multiplication

Also, this problem would involve re-naming (borrowing) and (carrying) in the tens and ones column:

$$\begin{array}{r} \$1.87 \\ \underline{-1.78} \end{array} \quad \text{is} \quad \begin{array}{r} \$1.\overset{7}{\cancel{8}}\overset{17}{\cancel{7}} \\ \underline{-1.78} \end{array}$$

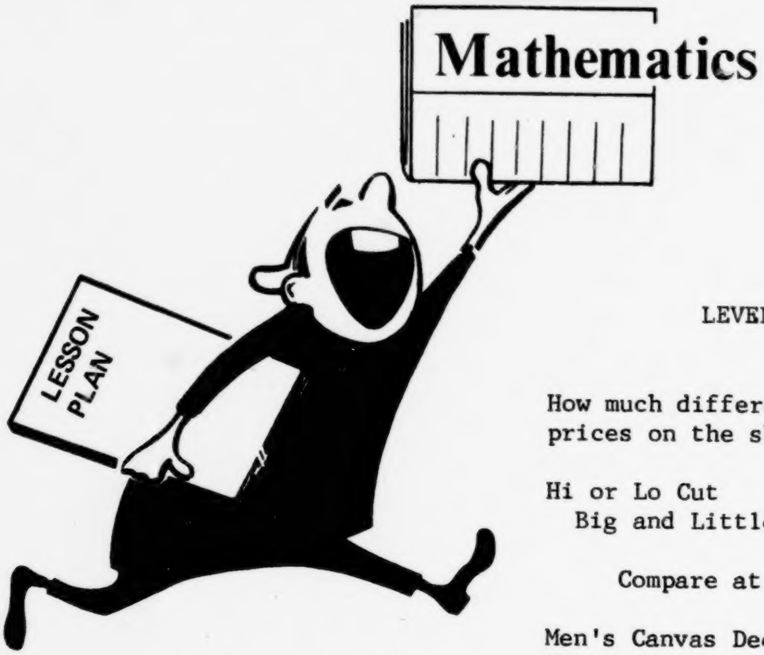
A Final Look

To reiterate:

You as a teacher should also become familiar with the Lesson Plans that follow before you introduce any of these mathematical problems to your students. And to assist you in more of this analysis, let's take four of the plans in this section and analyze them--as you might analyze them--in greater detail.

The plans chosen are on Pages 94-96, 101-104, 105-108, and 128-131.

First, you will find the Lesson Plan "as is." But then at the end of each of the four plans, you will find a green sheet of paper, which is "divided" vertically down the middle of the page. On the right-hand side of the page, those pertinent parts of the original Lesson Plan to be analyzed are reprinted. On the left-hand side of the page, you will find each part of the problem analyzed. --RONNIE AKIN



LEVEL II (Grades 4-6)

How much difference is there between the prices on the shoes in this ad:

Hi or Lo Cut
Big and Little Boys' Basketball Sneakers

Compare at \$2.49   For sale at \$1.99

Men's Canvas Deck Shoes With Longwearing PVC Soles

Compare at \$4.99   For sale at \$3.99

(Note: The shoe cutouts in this Lesson Plan taken from a larger advertisement, which is printed completely on Page 123.)

(Continued on next page)

Editor's Note: This Lesson Plan prepared by Group I: Mrs. Lanelle Phillips of Bonham, chairman; and Mrs. Birta Mae Carter of Laneville, Mrs. Jimmie Conner of Livingston, and Mrs. LaRue Hopson of Huntsville.

THE HOUSTON POST
WEDNESDAY, JUNE 24, 1970

Hi or Lo Cut

Big and Little Boys' Basketball Sneakers

Compare at 2.49

1.99

Globe Charge It!

Sturdy canvas with grip soles, heavy-duty bumper guard. Sizes 5-8, 8½-12, 12½-2, 2½-6 in lo-cut styles; sizes 6½-10½, 11-3 in hi-cut. In black.

Men's Canvas Deck Shoes with Longwearing PVC Soles

Compare at 4.99

3.99

Globe Charge It!

Full sponge cushion innersoles, special PVC sole guaranteed to wear like iron, sturdy canvas uppers. Assorted colors. Sizes 6½-12.

Prices Effective
Thru June 28

Special!

Girls' and Women's Canvas Sneakers

Special Purchase!

50c

Globe Charge It!

Top-quality canvas sneakers in slipon style. Cushioned innersoles, rubber soles. Assorted colors. Sizes 5-8, girls' 9-12, 12-3; women's 5 to size 10.

Analysis

An example of three digit subtraction involving borrowing:

$$\begin{array}{r} \$2.49 \\ \underline{-1.99} \end{array} \quad \text{is} \quad \begin{array}{r} 1\ 14 \\ \$2.4\ 9 \\ \underline{-1.9\ 9} \end{array}$$

An example of three digit subtraction not involving borrowing:

$$\begin{array}{r} \$4.99 \\ \underline{-3.99} \end{array}$$

LEVEL II (Grades 4-6)

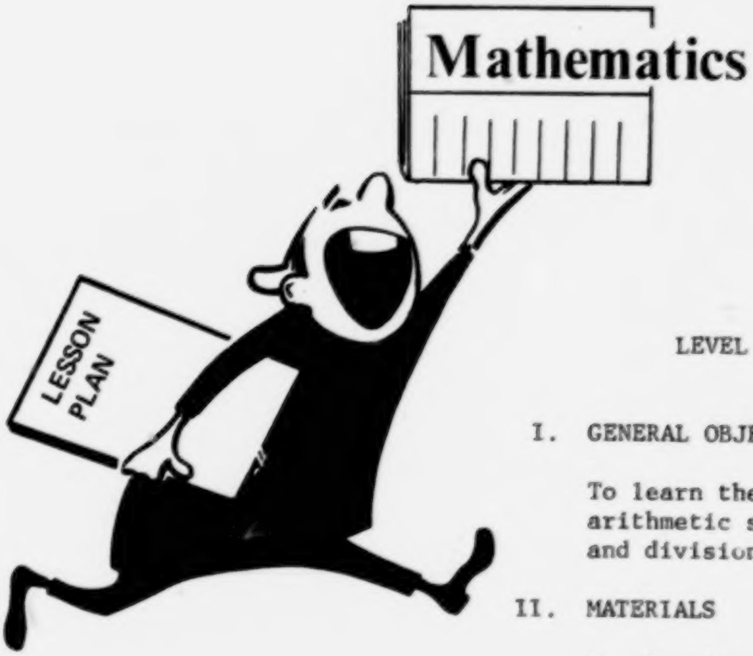
How much difference is there between the prices on the shoes in this ad:

Hi or Lo Cut
Big and Little Boys' Basketball Sneakers

Compare at $2.49 For sale at $1.99

Men's Canvas Deck Shoes With Longwearing PVC Soles

Compare at $4.99 For sale at $3.99



LEVEL II (Grades 4-6)

I. GENERAL OBJECTIVES

To learn the practical application of arithmetic skills such as multiplication and division as well as fractions.

II. MATERIALS

A. Portion of Globe newspaper advertisement, pencil and paper, and chalk and blackboard.

B. To observe and compare problems of a base 16 for ounces and a base 100 for dollars.

III. ACTIVITIES

A. Read advertisement and discuss aloud

B. Write 1 pound = 16 ounces
1 dollar = 100 cents

C. Figure the following:

1. How many ounces are there in one pound?
2. What would be the cost of two (or more) pounds of steak at $0.96 cents per pound?
3. How many ounces are there in two (or more) pounds?
4. What would be the cost of one and one-half pounds of steak at $0.96 cents per pound?
5. How many ounces are there in one and one-half pounds of steak?
6. What would be the cost of one-fourth of a pound of steak at $0.96 cents per pound?
7. How many ounces are there in one-fourth of a pound?

D. Compare the following:

    1. 2/4 and 1/2 in ounces and pounds.
    2. 2/4 and 1/2 in dollars and cents.

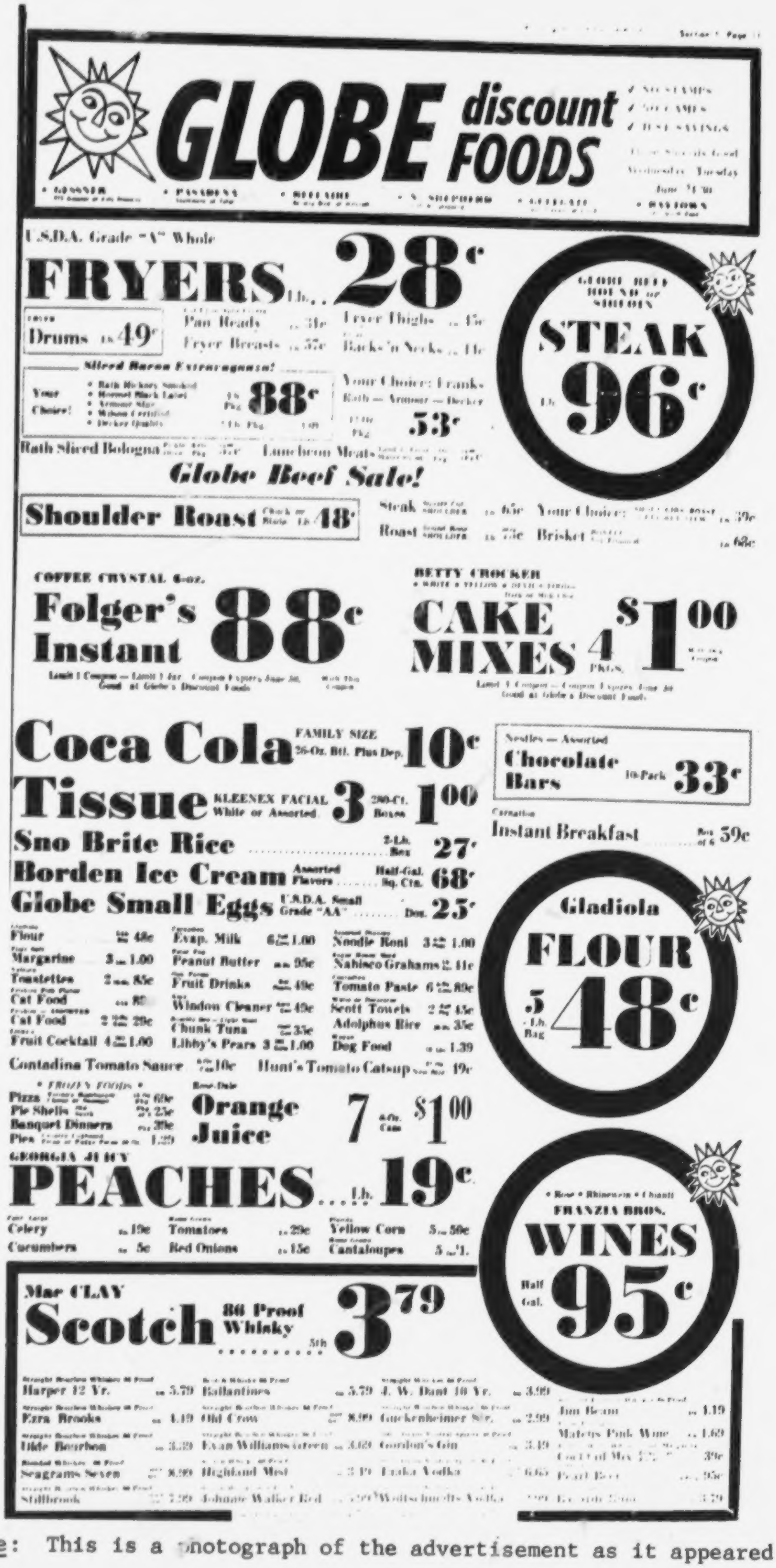
E. Show that 1-1/2 ounces is not equal to 1.5 ounces.

IV. EVALUATION

Let students do a self-evaluation of the lesson and, if necessary, review the Lesson Plan.

(Continued on next page)

Editor's Note: This Lesson Plan prepared by Group II: Miss Becky McDonnell of Denton, chairman; and Mrs. Roberta L. Johnson of Cushing; Mrs. Eva M. Morrow and Mrs. Mabel V. Moses, both of Brenham; and Mrs. Marilyn Vaughn of Wichita Falls.



GLOBE discount FOODS

✓ NO STAMPS
✓ NO GAMES
✓ JUST SAVINGS

These Specials Good
Wednesday Tuesday

• GESSNER • PASADENA • BELLAIRE • N. SHEPHERD • BAYTOWN

U.S.D.A. Grade "A" Whole
FRYERS Lb. **28¢**

Drums Lb. 49¢
Pan Ready Lb. 31c
Fryer Breasts Lb. 57c
Fryer Thighs Lb. 45c
Backs 'n Necks Lb. 11c

Sliced Bacon Extravaganza!

Your Choice!
- Rath Hickory Smoked
- Hormel Black Label
- Armour Star
- Wilson Certified
- Decker Quality

Lb. Pkg. **88¢**

Your Choice: Franks
Rath — Armour — Decker
12-Oz. Pkg. **53¢**

Rath Sliced Bologna
Luncheon Meats

GLOBE BEEF ROUND or SIRLOIN
STEAK Lb. **96¢**

Globe Beef Sale!

Shoulder Roast Chuck or Blade Lb. **48¢**
Steak SHOULDER Lb. 65c
Roast SHOULDER Lb. 73c
Your Choice: Lb. 39c
Brisket Lb. 68c

COFFEE CRYSTAL 6-oz.
Folger's Instant 88¢
Limit 1 Coupon — Limit 1 Jar. Coupon Expires June 30. Good at Globe's Discount Foods
With This Coupon

BETTY CROCKER
CAKE MIXES 4 PKGS. **$1.00**
With This Coupon
Limit 1 Coupon — Coupon Expires June 30. Good at Globe's Discount Foods

Coca Cola FAMILY SIZE 26-Oz. Btl. Plus Dep. **10¢**

Tissue KLEENEX FACIAL White or Assorted **3** 200-Ct. Boxes **1.00**

Sno Brite Rice 2-Lb. Box **27¢**

Borden Ice Cream Assorted Flavors Half-Gal. Sq. Ctn. **68¢**

Globe Small Eggs U.S.D.A. Small Grade "AA" Doz. **25¢**

Nestles — Assorted
Chocolate Bars 10-Pack **33¢**

Carnation
Instant Breakfast Box of 6 39c

Flour	48c	Evap. Milk	6 1.00	Noodle Roni	3 1.00
Margarine	3 1.00	Peanut Butter	95c	Nabisco Grahams	41c
Toastettes	2 85c	Fruit Drinks	49c	Tomato Paste	6 89c
Cat Food	89	Windex Cleaner	49c	Scott Towels	2 45c
Cat Food	2 29c	Chunk Tuna	35c	Adolphus Rice	35c
Fruit Cocktail	4 1.00	Libby's Pears	3 1.00	Dog Food	1.39

Contadina Tomato Sauce 10c
Hunt's Tomato Catsup 19c

Gladiola
FLOUR 5-Lb. Bag **48¢**

• FROZEN FOODS •

Pizza	69c
Pie Shells	25c
Banquet Dinners	39c
Pies	1.29

Orange Juice 7 6-Oz. Cans **$1.00**

GEORGIA JUICY
PEACHES Lb. **19¢**

Celery	19c	Tomatoes	29c	Yellow Corn	5 59c
Cucumbers	5c	Red Onions	15c	Cantaloupes	5 $1.

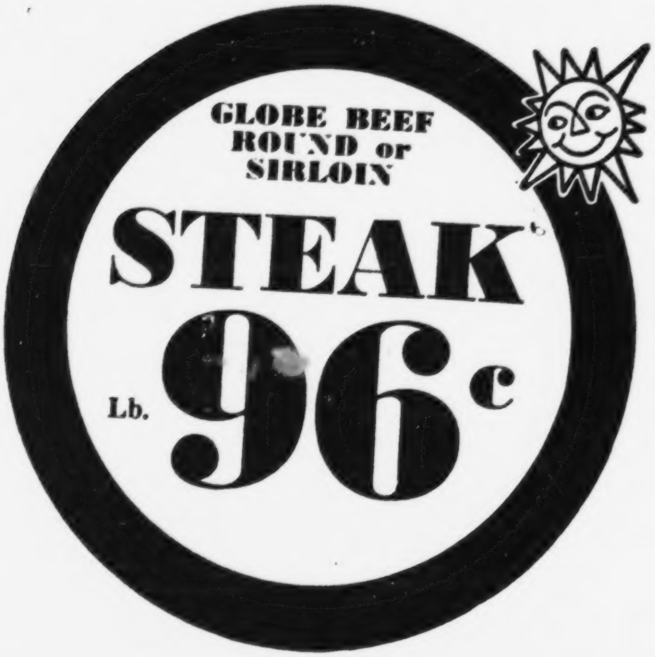
• Rose • Rhinewein • Chianti
FRANZIA BROS.
WINES Half Gal. **95¢**

Mac CLAY
Scotch 86 Proof Whisky 5th **3.79**

Harper 12 Yr.	5.79	Ballantines	5.79	J. W. Dant 10 Yr.	3.99	Jim Beam	4.19
Ezra Brooks	4.19	Old Crow	8.99	Gluckenheimer Str.	2.99	Mateus Pink Wine	1.69
Olde Bourbon	3.39	Evan Williams Green	3.69	Gordon's Gin	3.49	Cocktail Mix	39c
Seagrams Seven	8.99	Highland Mist	3.49	Vodka	6.65	Pearl Beer	95c
Stillbrook	7.99	Johnnie Walker Red		Wolfschmidts Vodka			3.79

Editor's Note: This is a photograph of the advertisement as it appeared originally.

THE HOUSTON POST **Section 1, Page 11**
WEDNESDAY, JUNE 24, 1970

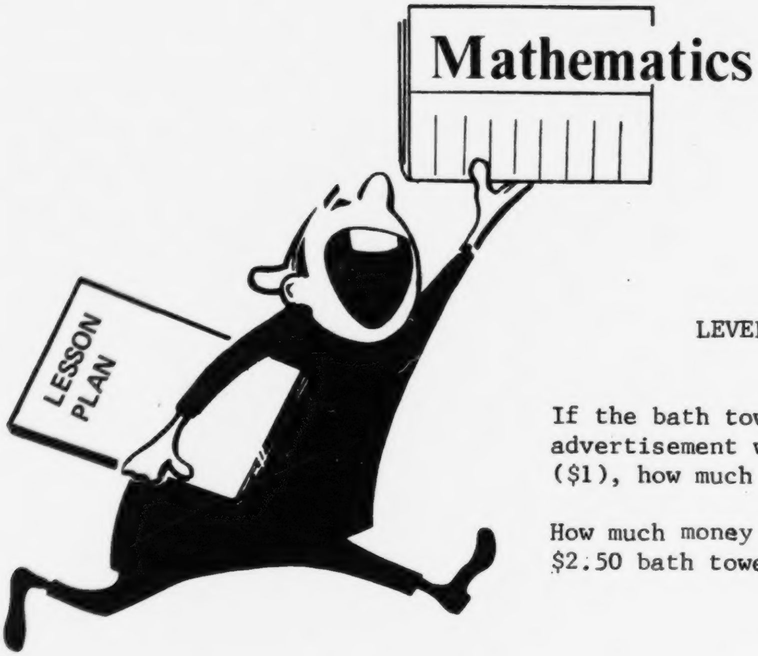


GLOBE BEEF
ROUND or
SIRLOIN

STEAK

Lb. **96c**

Editor's Note: This is a photograph of how the contents of the advertisement were rearranged to illustrate the Lesson Plan.



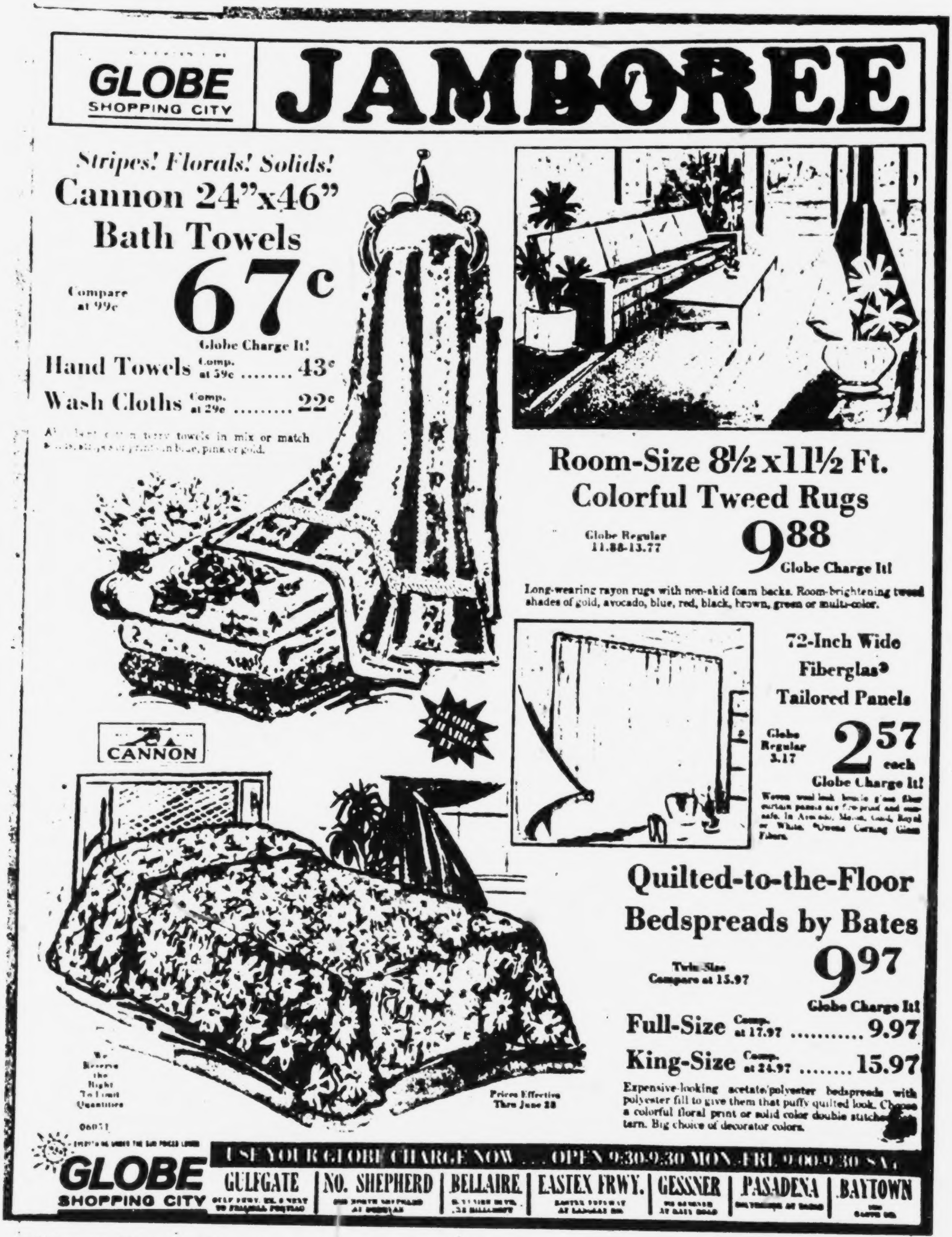
LEVEL II (Grades 4-6)

If the bath towels featured in this advertisement were two (2) for a dollar ($1), how much would one towel cost?

How much money do you save when you buy a $2.50 bath towel for $1?

(Continued on next page)

Editor's Note: This Lesson Plan prepared by Group I: Mrs. Lanelle Phillips of Bonham, chairman; and Mrs. Birta Mae Carter of Laneville, Mrs. Jimmie Conner of Livingston, and Mrs. LaRue Hopson of Huntsville.



GLOBE
SHOPPING CITY

JAMBOREE

Stripes! Florals! Solids!

Cannon 24"x46" Bath Towels

Compare at 99c **67c**
Globe Charge It!

Hand Towels Comp. at 59c **43c**

Wash Cloths Comp. at 29c **22c**

All [illegible] terry towels in mix or match [illegible] blue, pink or gold.

CANNON

GLOBE CHARGE IT

Room-Size 8½ x 11½ Ft. Colorful Tweed Rugs

Globe Regular 11.88-13.77 **9.88**
Globe Charge It!

Long-wearing rayon rugs with non-skid foam backs. Room-brightening tweed shades of gold, avocado, blue, red, black, brown, green or multi-color.

72-Inch Wide Fiberglas* Tailored Panels

Globe Regular 3.17 **2.57** each
Globe Charge It!

Woven [illegible] glass fiber curtain panels are fire-proof and [illegible] safe. In Avocado, [illegible], Gold, Royal or White. *Owens Corning Glass Fibers.

Quilted-to-the-Floor Bedspreads by Bates

Twin-Size Compare at 15.97 **9.97**
Globe Charge It!

Full-Size Comp. at 17.97 .... **9.97**

King-Size Comp. at 24.97 .... **15.97**

Expensive-looking acetate/polyester bedspreads with polyester fill to give them that puffy quilted look. Choose a colorful floral print or solid color double stitched [illegible]tern. Big choice of decorator colors.

We Reserve the Right To Limit Quantities

06031

Prices Effective Thru June 28

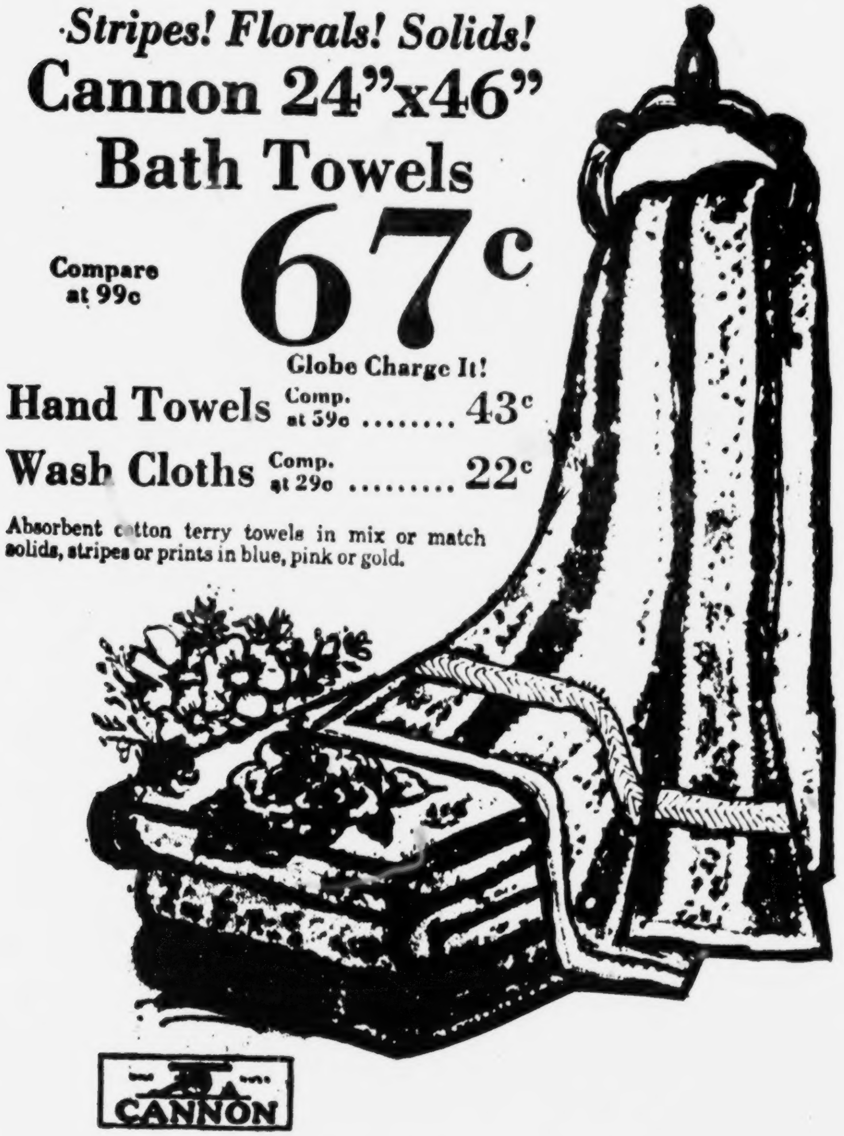
GLOBE
SHOPPING CITY

USE YOUR GLOBE CHARGE NOW . . . OPEN 9:30-9:30 MON.-FRI. 9:00-9:30 SAT.

GULFGATE | NO. SHEPHERD | BELLAIRE | EASTEX FRWY. | GESSNER | PASADENA | BAYTOWN

Editor's Note: This is a photograph of the advertisement as it appeared originally.

THE HOUSTON POST
WEDNESDAY, JUNE 24, 1970



Stripes! Florals! Solids!

Cannon 24"x46"

Bath Towels

Compare at 99c **67c**

Globe Charge It!

Hand Towels Comp. at 59c **43c**

Wash Cloths Comp. at 29c **22c**

Absorbent cotton terry towels in mix or match solids, stripes or prints in blue, pink or gold.

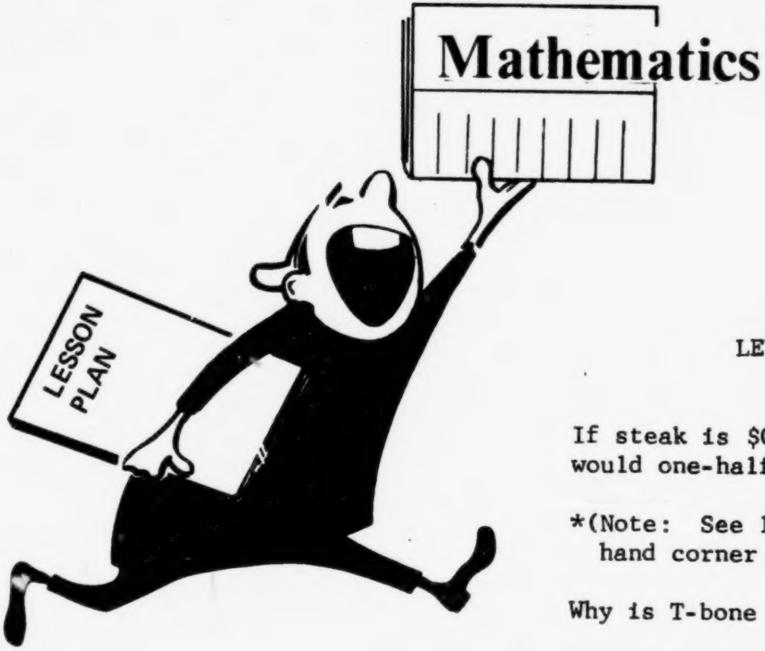
CANNON

JUMBO SIZE BATH TOWELS 1.00

Were 2.50 to 3.50. Selection of solid colors, prints. Cotton terry.
Hand towels, now .... 2 for 1.00 Wash cloths, now .... 3 for 1.00

Editor's Note: This is a photograph of how the contents of the advertisement were rearranged to illustrate the Lesson Plan.

Analysis	LEVEL II (Grades 4-6)
An example lesson of simple division using one of two thought approaches: Division: dividing \$1 by 2 Simple fractions: one-half of a dollar (\$1)	If the bath towels featured in this advertisement were two (2) for a dollar (\$1), how much would one towel cost?
An example of simple subtraction without borrowing.	How much money do you save when you buy a \$2.50 bath towel for \$1?



LEVEL II (Grades 4-6)

If steak is $0.96 per pound, how much would one-half pound of steak cost?

*(Note: See layout in the bottom left-hand corner of next page.)

Why is T-bone a more expensive cut of meat?

How much cheaper is chicken (fryers) per pound than Pork Loin per pound?

**(Note: See layout at the top of next page.)

*This layout taken from a larger advertisement. which is printed completely on Page 99.)

**This layout taken from a larger advertisement, which is printed completely on Page 107.)

(Continued on next page)

Editor's Note: This Lesson Plan prepared by Group I: Mrs. Lanelle Phillips of Bonham, chairman; and Mrs. Birta Mae Carter of Laneville; Mrs. Jimmie Conner of Livingston; and Mrs. LaRue Hopson of Huntsville.

THE HOUSTON POST
WEDNESDAY, JUNE 24, 1970

FRESH, WHOLE
GRADE-A
FRYERS
LB. 29^{c}

U.S. CHOICE
"HEAVY BEEF"
CHUCK BLADE
STEAK
LB. 49^{c}

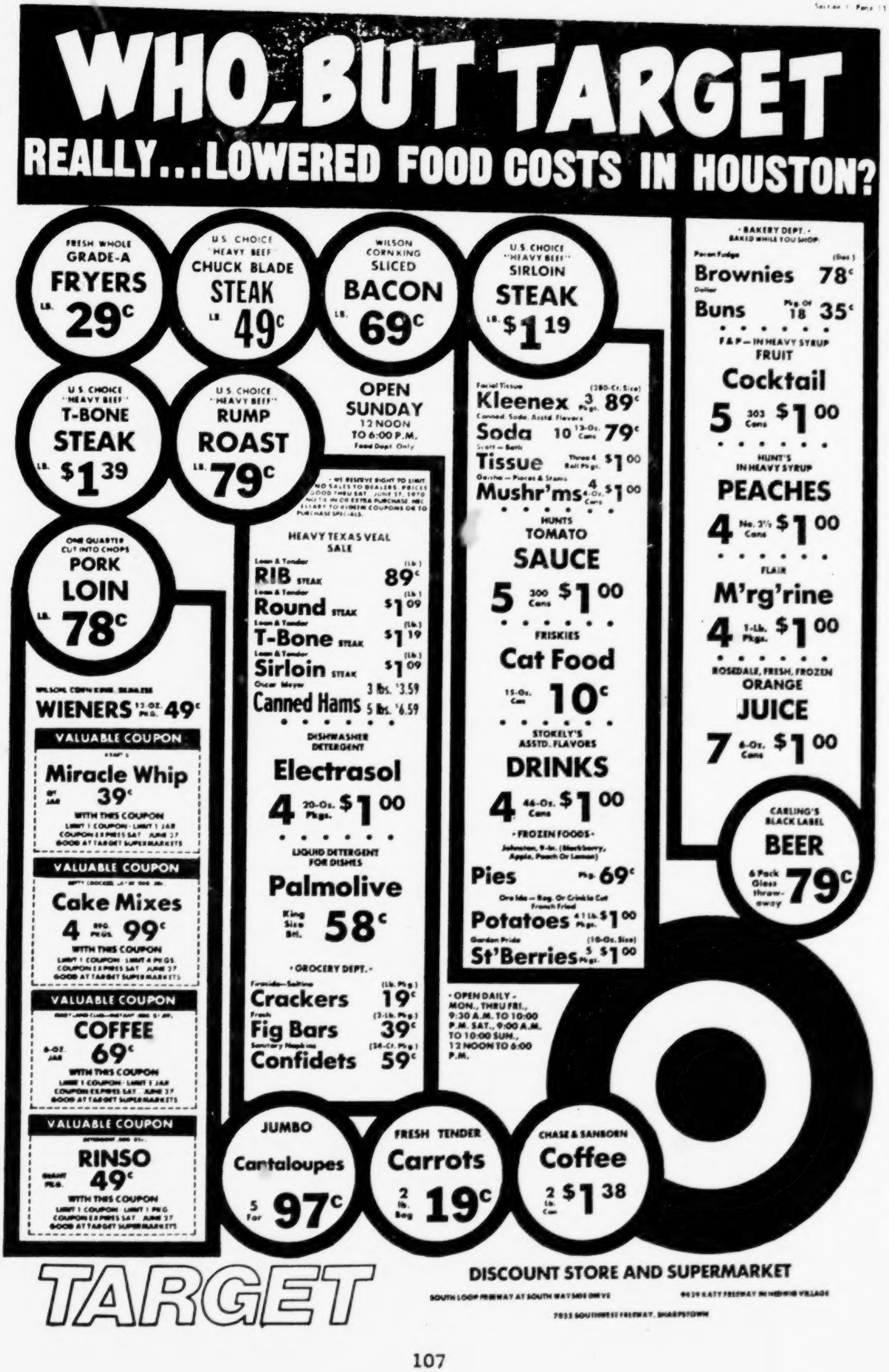
WILSON
CORN KING
SLICED
BACON
LB. 69^{c}

U.S. CHOICE
"HEAVY BEEF"
T-BONE
STEAK
LB. $\$1^{39}$

U.S. CHOICE
"HEAVY BEEF"
RUMP
ROAST
LB. 79^{c}

ONE QUARTER
CUT INTO CHOPS
PORK
LOIN
LB. 78^{c}

GLOBE BEEF
ROUND or
SIRLOIN
STEAK
Lb. 96^{c}



WHO, BUT TARGET

REALLY...LOWERED FOOD COSTS IN HOUSTON?

FRESH WHOLE GRADE-A
FRYERS
LB. 29¢

U.S. CHOICE "HEAVY BEEF"
CHUCK BLADE
STEAK
LB. 49¢

WILSON CORN KING SLICED
BACON
LB. 69¢

U.S. CHOICE "HEAVY BEEF"
SIRLOIN
STEAK
LB. $1.19

U.S. CHOICE "HEAVY BEEF"
T-BONE
STEAK
LB. $1.39

U.S. CHOICE "HEAVY BEEF"
RUMP
ROAST
LB. 79¢

OPEN SUNDAY
12 NOON TO 6:00 P.M.
Food Dept. Only

ONE QUARTER CUT INTO CHOPS
PORK
LOIN
LB. 78¢

WILSON CORN KING [illegible]
WIENERS 12-OZ. PKG. 49¢

VALUABLE COUPON
KRAFT'S
Miracle Whip
QT. JAR 39¢
WITH THIS COUPON
LIMIT 1 COUPON · LIMIT 1 JAR
COUPON EXPIRES SAT. JUNE 27
GOOD AT TARGET SUPERMARKETS

VALUABLE COUPON
BETTY CROCKER, [illegible]
Cake Mixes
4 REG. PKGS. 99¢
WITH THIS COUPON
LIMIT 1 COUPON · LIMIT 4 PKGS.
COUPON EXPIRES SAT. JUNE 27
GOOD AT TARGET SUPERMARKETS

VALUABLE COUPON
[illegible]
COFFEE
6-OZ. JAR 69¢
WITH THIS COUPON
LIMIT 1 COUPON · LIMIT 1 JAR
COUPON EXPIRES SAT. JUNE 27
GOOD AT TARGET SUPERMARKETS

VALUABLE COUPON
DETERGENT [illegible]
RINSO
GIANT PKG. 49¢
WITH THIS COUPON
LIMIT 1 COUPON · LIMIT 1 PKG.
COUPON EXPIRES SAT. JUNE 27
GOOD AT TARGET SUPERMARKETS

· WE RESERVE RIGHT TO LIMIT. NO SALES TO DEALERS. PRICES GOOD THRU SAT. JUNE 27, 1970. NO TIE IN OR EXTRA PURCHASE NECESSARY TO REDEEM COUPONS OR TO PURCHASE SPECIALS.

HEAVY TEXAS VEAL SALE

Lean & Tender **RIB** STEAK	(Lb.) 89¢
Lean & Tender **Round** STEAK	(Lb.) $1.09
Lean & Tender **T-Bone** STEAK	(Lb.) $1.19
Lean & Tender **Sirloin** STEAK	(Lb.) $1.09
Oscar Meyer **Canned Hams**	3 lbs. $3.59 5 lbs. $6.59

• • • • • •

DISHWASHER DETERGENT
Electrasol
4 20-Oz. Pkgs. $1.00

• • • • • •

LIQUID DETERGENT FOR DISHES
Palmolive
King Size Btl. 58¢

· GROCERY DEPT. ·

Fireside—Saltine **Crackers**	(Lb. Pkg.) 19¢
Fresh **Fig Bars**	(2-Lb. Pkg.) 39¢
Sanitary Napkins **Confidets**	(24-Ct. Pkg.) 59¢

Facial Tissue **Kleenex** (200-Ct. Size)	3 Pkgs. 89¢
Canned Soda, Asstd. Flavors **Soda**	10 12-Oz. Cans 79¢
Scott — Bath **Tissue**	Three 4 Roll Pkgs. $1.00
Geisha — Pieces & Stems **Mushr'ms**	4 4-Oz. Cans $1.00

• • • • • •

HUNTS TOMATO
SAUCE
5 300 Cans $1.00

• • • • • •

FRISKIES
Cat Food
15-Oz. Can 10¢

• • • • • •

STOKELY'S ASSTD. FLAVORS
DRINKS
4 46-Oz. Cans $1.00

· FROZEN FOODS ·

Johnston, 9-In. (Blackberry, Apple, Peach Or Lemon) **Pies**	Pkg. 69¢
Ore Ida — Reg. Or Crinkle Cut French Fried **Potatoes**	4 1 Lb. Pkgs. $1.00
Garden Pride **St'Berries** (10-Oz. Size)	5 Pkgs. $1.00

· OPEN DAILY ·
MON., THRU FRI., 9:30 A.M. TO 10:00 P.M. SAT., 9:00 A.M. TO 10:00 SUN., 12 NOON TO 6:00 P.M.

· BAKERY DEPT. ·
BAKED WHILE YOU SHOP

Pecan Fudge **Brownies**	(Doz.) 78¢
Dollar **Buns**	Pkg. Of 18 35¢

• • • • • •

F & P — IN HEAVY SYRUP
FRUIT
Cocktail
5 303 Cans $1.00

• • • • • •

HUNT'S IN HEAVY SYRUP
PEACHES
4 No. 2½ Cans $1.00

• • • • • •

FLAIR
M'rg'rine
4 1-Lb. Pkgs. $1.00

• • • • • •

ROSEDALE, FRESH, FROZEN
ORANGE
JUICE
7 6-Oz. Cans $1.00

CARLING'S BLACK LABEL
BEER
6 Pack Glass throw-away 79¢

JUMBO
Cantaloupes
5 For 97¢

FRESH TENDER
Carrots
2 lb. Bag 19¢

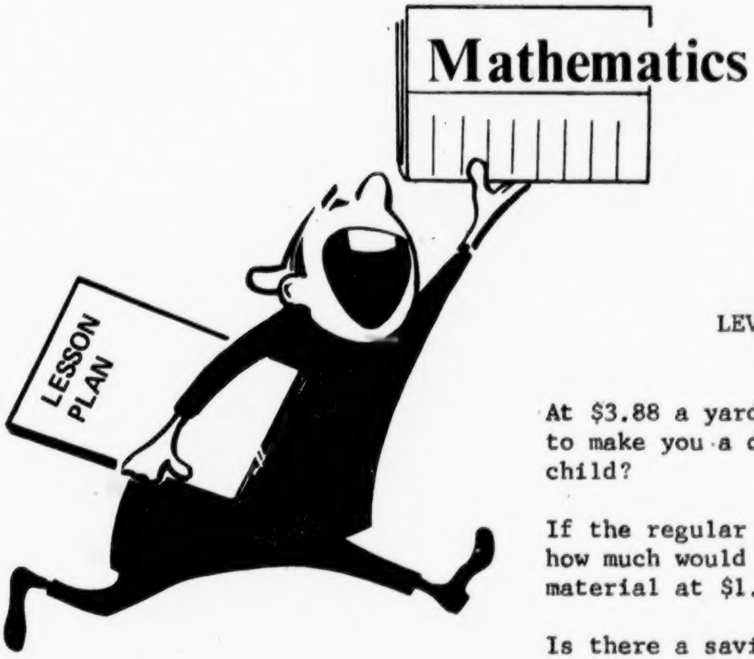
CHASE & SANBORN
Coffee
2 Lb. Can $1.38

TARGET

DISCOUNT STORE AND SUPERMARKET

SOUTH LOOP FREEWAY AT SOUTH WAYSIDE DRIVE
9429 KATY FREEWAY IN HEDWIG VILLAGE
7833 SOUTHWEST FREEWAY, SHARPSTOWN

Analysis	LEVEL II (Grades 4-6)
An example lesson of simple division or fractions: Division: 96 ÷ 2 = ? Simple fractions: 1/2 of 96 = ?	If steak is $0.96 per pound, how much would one-half pound of steak cost?
A thought question that could lead to a class discussion of consumer buying practices.	Why is T-bone a more expensive cut of meat?
An example lesson of simple subtraction involving re-naming (borrowing) $\begin{array}{r} 78 \\ \underline{-29} \end{array}$ is $\begin{array}{r} 6\ 18 \\ \cancel{7}\ \cancel{8} \\ \underline{-2\ 9} \end{array}$	How much cheaper is chicken (fryers) per pound than Pork Loin per pound?



LEVEL II (Grades 4-6)

At $3.88 a yard, how much will it cost to make you a dress? Your wife? Your child?

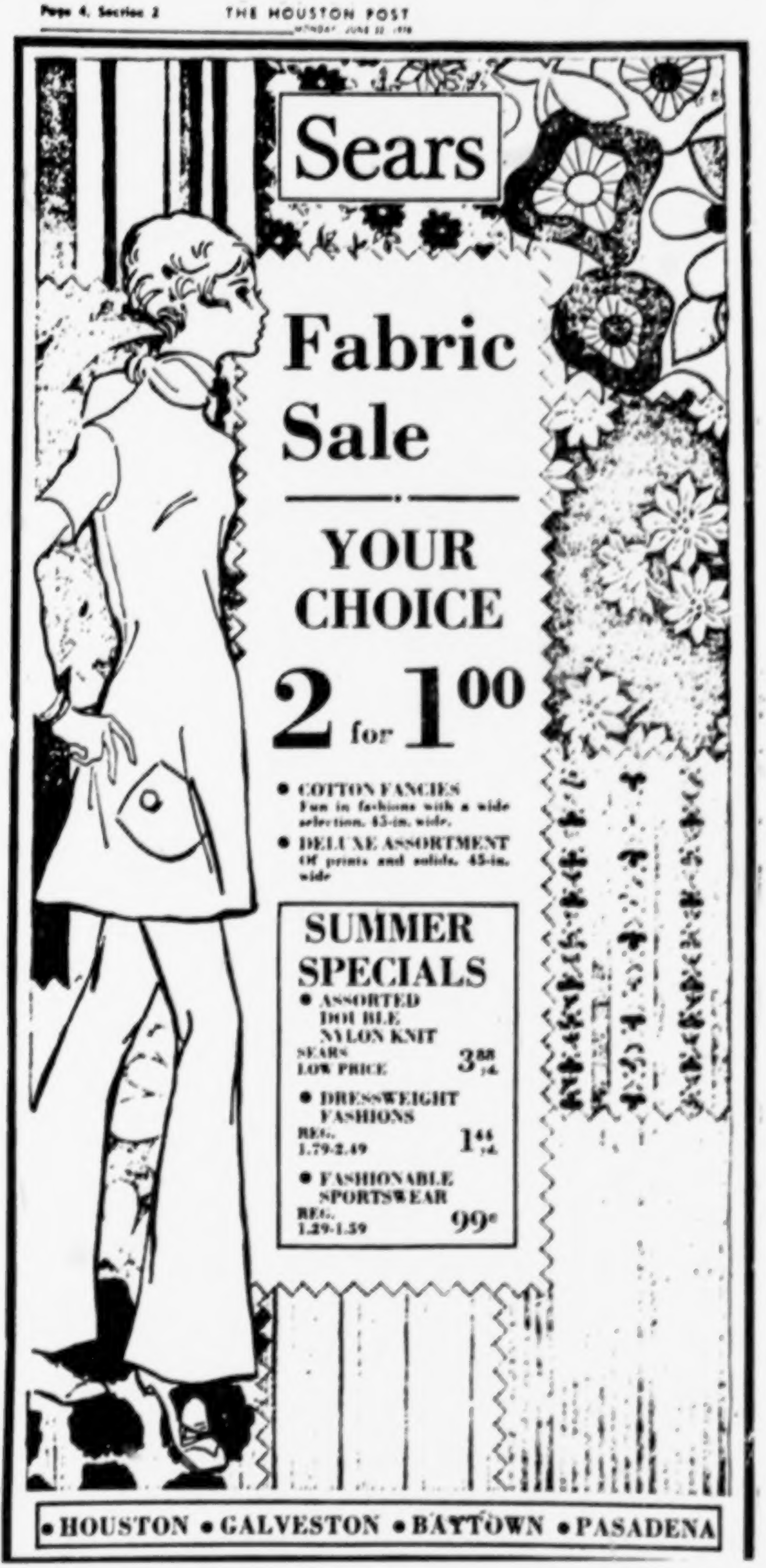
If the regular price is $2.49 per yard, how much would you save on the same material at $1.44 per yard?

Is there a savings in material that is 45 inches wide?

Are remnants always a bargain?

(Continued on next page)

Editor's Note: This Lesson Plan prepared by Group I: Mrs. Lanelle Phillips of Bonham, chairman; and Mrs. Birta Mae Carter of Laneville, Mrs. Jimmie Conner of Livingston, and Mrs. LaRue Hopson of Huntsville.



Page 4, Section 2 THE HOUSTON POST
MONDAY, JUNE 22, 1970

Sears

Fabric
Sale

YOUR
CHOICE

2 for 1^{00}

- COTTON FANCIES
Fun in fashions with a wide selection. 45-in. wide.
- DELUXE ASSORTMENT
Of prints and solids. 45-in. wide

SUMMER
SPECIALS

- ASSORTED
DOUBLE
NYLON KNIT
SEARS
LOW PRICE 3^{88} yd.
- DRESSWEIGHT
FASHIONS
REG.
1.79-2.49 1^{44} yd.
- FASHIONABLE
SPORTSWEAR
REG.
1.29-1.59 99¢

• HOUSTON • GALVESTON • BAYTOWN • PASADENA

Editor's Note: This is a photograph of the advertisement as it appeared originally.

THE HOUSTON POST
MONDAY, JUNE 22, 1970

Fabric Sale

YOUR CHOICE

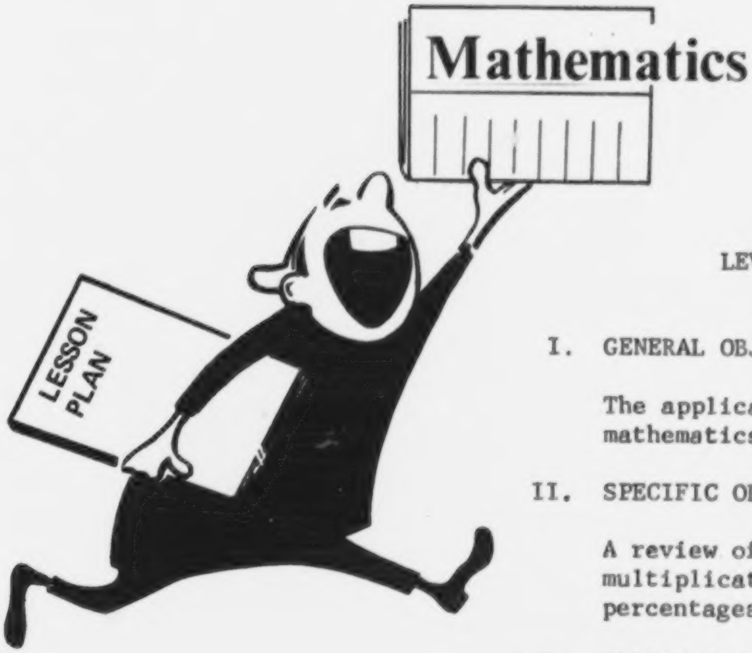
2 for 1^{00}

- **COTTON FANCIES** Fun in fashions with a wide selection. 45-in. wide.
- **DELUXE ASSORTMENT** Of prints and solids. 45-in. wide

SUMMER SPECIALS

- **ASSORTED DOUBLE NYLON KNIT**
  SEARS LOW PRICE 3^{88} yd.
- **DRESSWEIGHT FASHIONS**
  REG. 1.79-2.49 1^{44} yd.
- **FASHIONABLE SPORTSWEAR**
  REG. 1.29-1.59 99¢

Editor's Note: This is a photograph of how the contents of the advertisement were rearranged to illustrate the Lesson Plan.



LEVEL III (Grade 7-8)

I. GENERAL OBJECTIVE

The application of the newspaper to mathematics problems.

II. SPECIFIC OBJECTIVES

A review of addition, subtraction, multiplication and division. Emphasize percentages and decimals.

III. PROCEDURES

A. What was the percent of increase in the Dow Jones Industrial Average from May 25, 1970, through June 19, 1970?

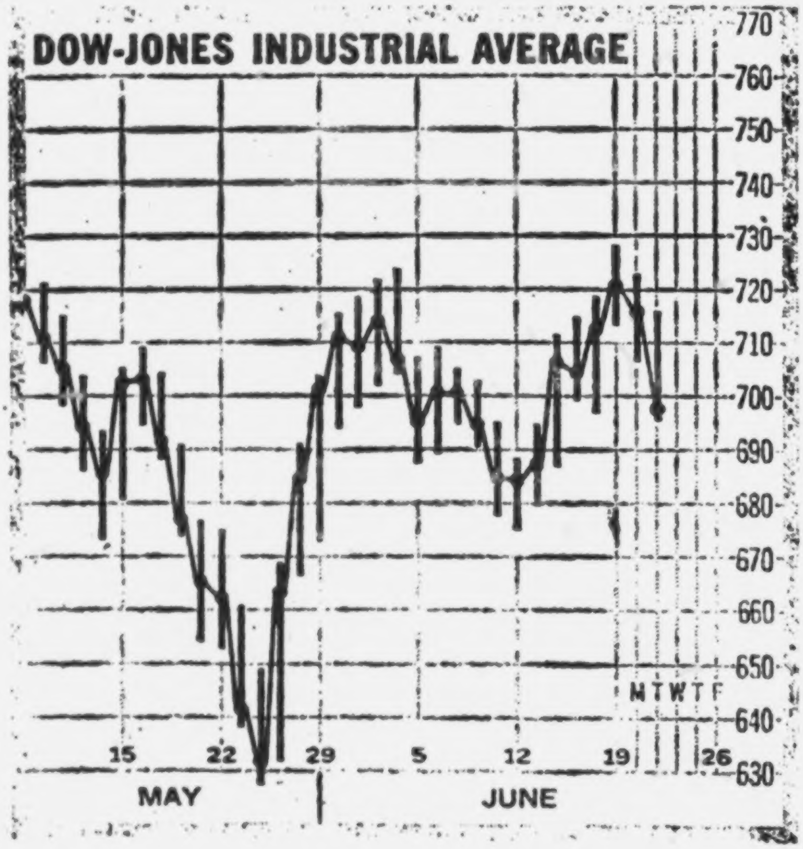
B. Use decimals to show the amount of increase in the Dow Jones Industrial Average from May 25, 1970, through June 19, 1970?

(Continued on next page)

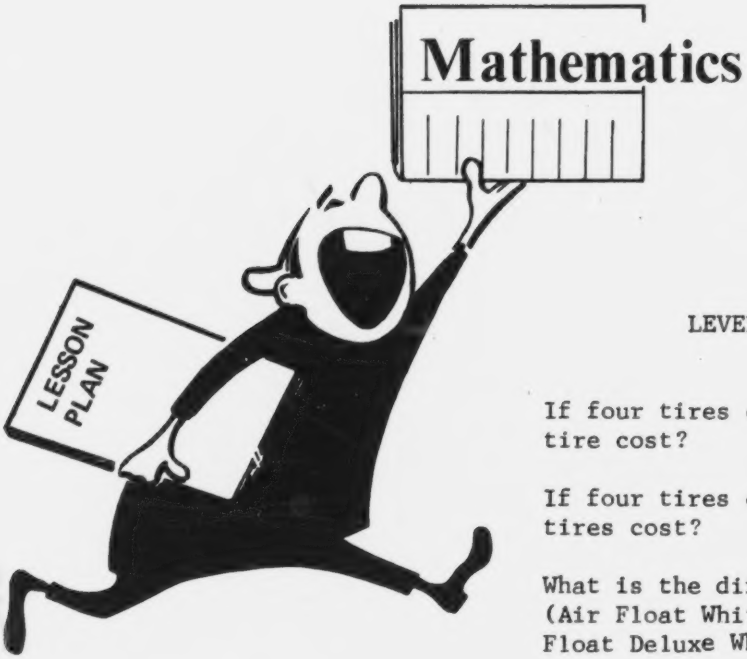
Editor's Note: This Lesson Plan prepared by Mrs. Johnnie M. Webb of Brenham.

THE HOUSTON POST **Section 3, Page 9**

WEDNESDAY, JUNE 24, 1970



Market highlights



LEVEL III (Grades 7-8)

If four tires cost $66, how much would one tire cost?

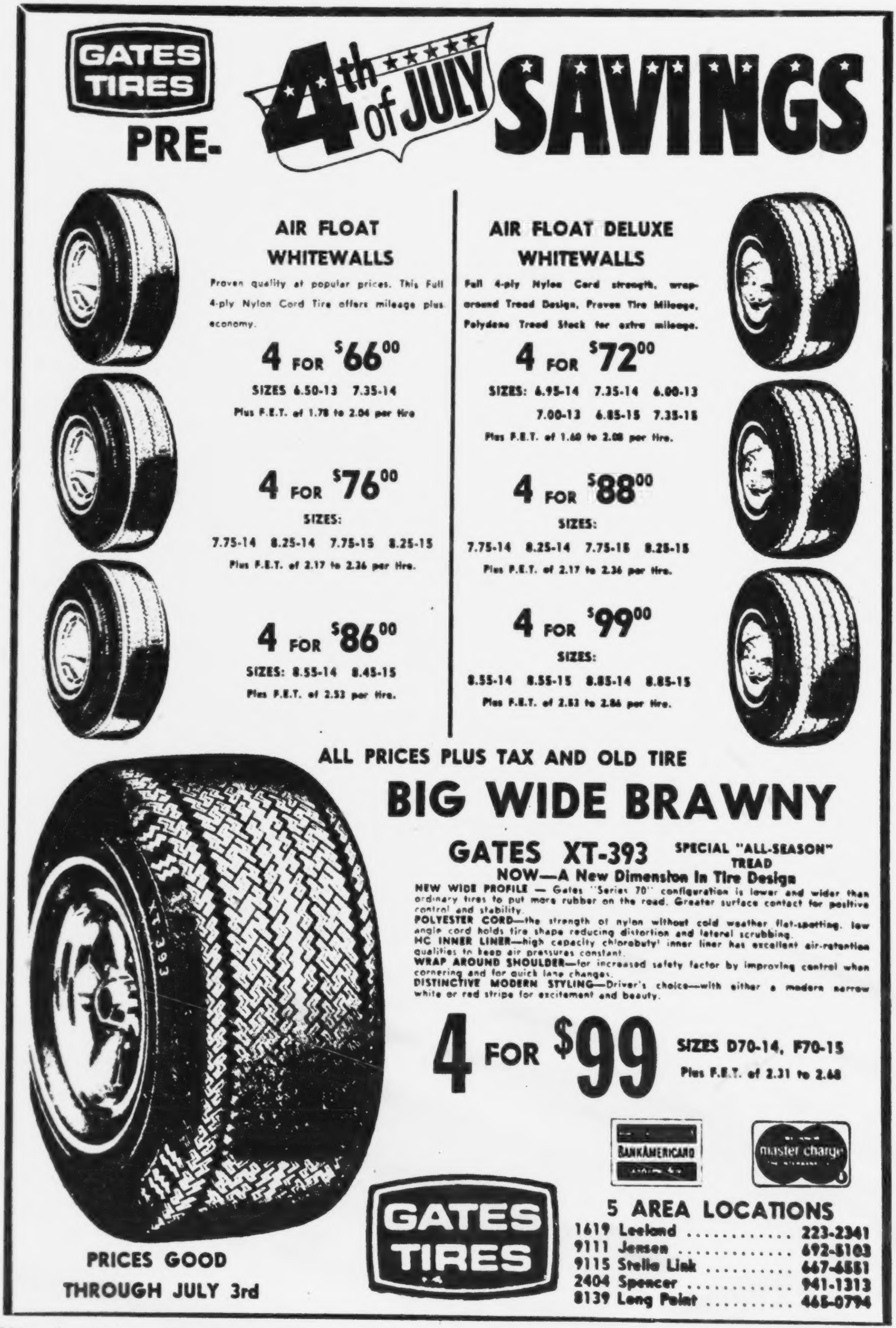
If four tires cost $72, how much would two tires cost?

What is the difference in quality of regular (Air Float Whitewalls) and deluxe (Air Float Deluxe Whitewalls) tires?

Is the difference in price between regular and deluxe tires worth the cost?

(Continued on next page)

Editor's Note: This Lesson Plan prepared by Group III: Mrs. Patsy Matula of Cameron, chairman; and Mrs. Evie Karrh of Hale Center, Mrs. Mary Helen Petersen of San Antonio, and Mrs. Johnnie Mae Proctor of Henderson.



GATES TIRES

PRE- 4th of JULY SAVINGS

AIR FLOAT WHITEWALLS

Proven quality at popular prices. This Full 4-ply Nylon Cord Tire offers mileage plus economy.

4 FOR $^{\$}66^{00}$

SIZES 6.50-13 7.35-14

Plus F.E.T. of 1.78 to 2.04 per tire

4 FOR $^{\$}76^{00}$

SIZES:

7.75-14 8.25-14 7.75-15 8.25-15

Plus F.E.T. of 2.17 to 2.36 per tire.

4 FOR $^{\$}86^{00}$

SIZES: 8.55-14 8.45-15

Plus F.E.T. of 2.53 per tire.

AIR FLOAT DELUXE WHITEWALLS

Full 4-ply Nylon Cord strength, wrap-around Tread Design, Proven Tire Mileage, Polydene Tread Stock for extra mileage.

4 FOR $^{\$}72^{00}$

SIZES: 6.95-14 7.35-14 6.00-13
7.00-13 6.85-15 7.35-15

Plus F.E.T. of 1.60 to 2.08 per tire.

4 FOR $^{\$}88^{00}$

SIZES:

7.75-14 8.25-14 7.75-15 8.25-15

Plus F.E.T. of 2.17 to 2.36 per tire.

4 FOR $^{\$}99^{00}$

SIZES:

8.55-14 8.55-15 8.85-14 8.85-15

Plus F.E.T. of 2.53 to 2.86 per tire.

ALL PRICES PLUS TAX AND OLD TIRE

BIG WIDE BRAWNY

GATES XT-393 SPECIAL "ALL-SEASON" TREAD

NOW—A New Dimension In Tire Design

NEW WIDE PROFILE — Gates "Series 70" configuration is lower and wider than ordinary tires to put more rubber on the road. Greater surface contact for positive control and stability.

POLYESTER CORD—the strength of nylon without cold weather flat-spotting. low angle cord holds tire shape reducing distortion and lateral scrubbing.

HC INNER LINER—high capacity chlorobutyl inner liner has excellent air-retention qualities to keep air pressures constant.

WRAP AROUND SHOULDER—for increased safety factor by improving control when cornering and for quick lane changes.

DISTINCTIVE MODERN STYLING—Driver's choice—with either a modern narrow white or red stripe for excitement and beauty.

4 FOR $99 SIZES D70-14, F70-15

Plus F.E.T. of 2.31 to 2.68

BANKAMERICARD master charge

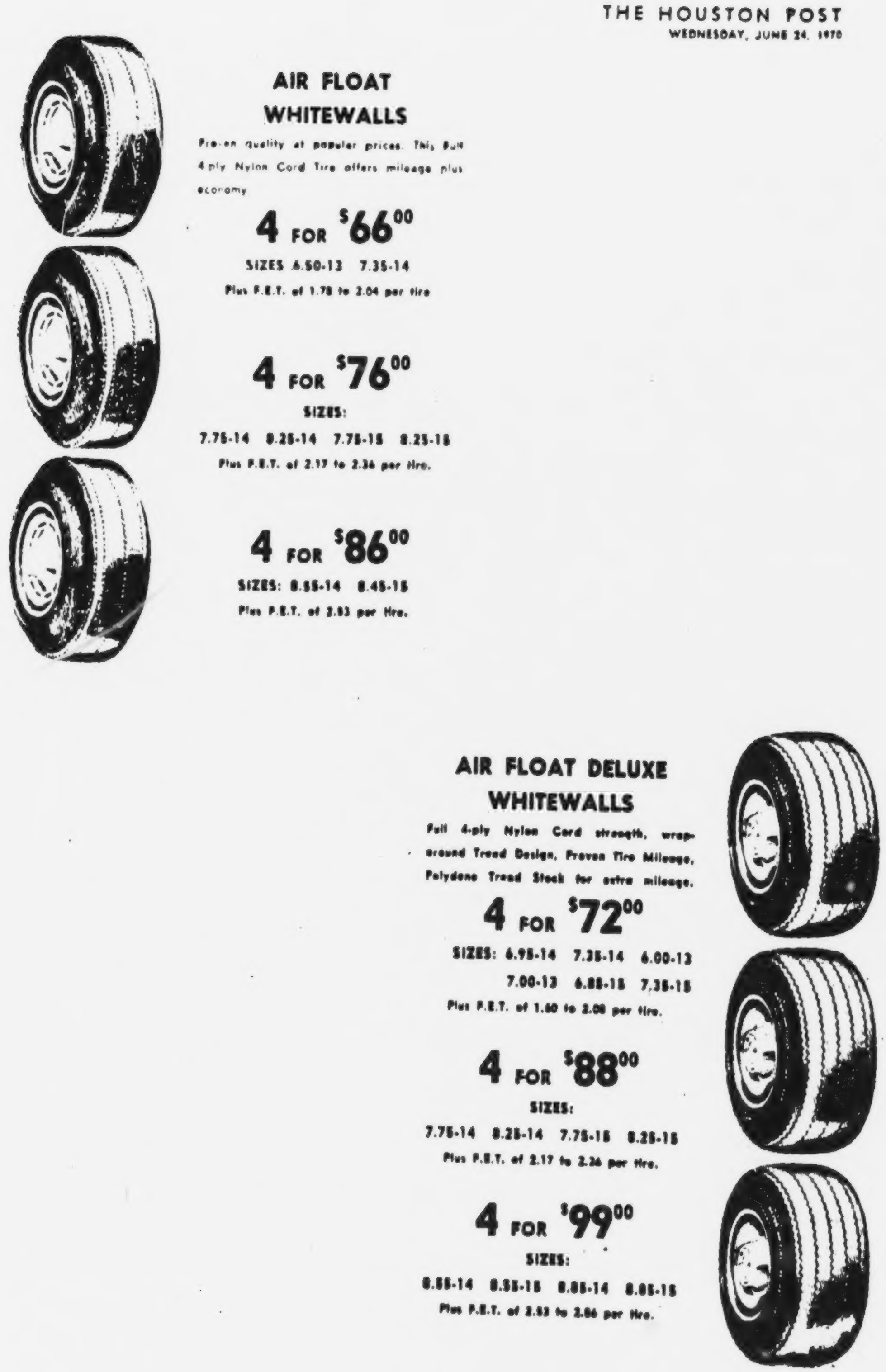
PRICES GOOD THROUGH JULY 3rd

GATES TIRES

5 AREA LOCATIONS

1619 Leeland 223-2341
9111 Jensen 692-5103
9115 Stella Link 667-6551
2404 Spencer 941-1313
8139 Long Point 465-0794

Editor's Note: This is a photograph of the advertisement as it appeared originally.



THE HOUSTON POST
WEDNESDAY, JUNE 24, 1970

AIR FLOAT WHITEWALLS

Proven quality at popular prices. This Full 4-ply Nylon Cord Tire offers mileage plus economy

4 FOR $^{\$}66^{00}$

SIZES 6.50-13 7.35-14

Plus F.E.T. of 1.78 to 2.04 per tire

4 FOR $^{\$}76^{00}$

SIZES:

7.75-14 8.25-14 7.75-15 8.25-15

Plus F.E.T. of 2.17 to 2.36 per tire.

4 FOR $^{\$}86^{00}$

SIZES: 8.55-14 8.45-15

Plus F.E.T. of 2.53 per tire.

AIR FLOAT DELUXE WHITEWALLS

Full 4-ply Nylon Cord strength, wrap-around Tread Design, Proven Tire Mileage, Polydene Tread Stock for extra mileage.

4 FOR $^{\$}72^{00}$

SIZES: 6.95-14 7.35-14 6.00-13
7.00-13 6.85-15 7.35-15

Plus F.E.T. of 1.60 to 2.08 per tire.

4 FOR $^{\$}88^{00}$

SIZES:

7.75-14 8.25-14 7.75-15 8.25-15

Plus F.E.T. of 2.17 to 2.36 per tire.

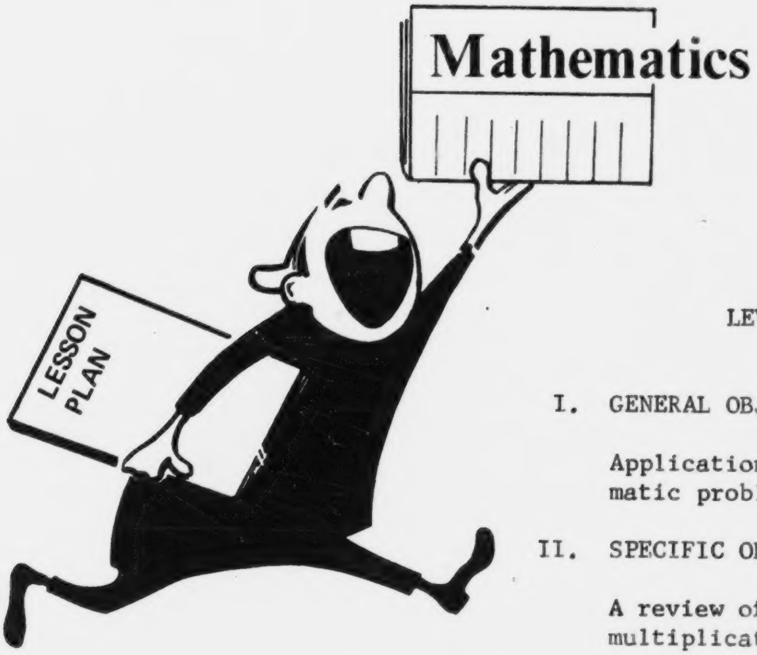
4 FOR $^{\$}99^{00}$

SIZES:

8.55-14 8.55-15 8.85-14 8.85-15

Plus F.E.T. of 2.53 to 2.86 per tire.

Editor's Note: This is a photograph of how the contents of the advertisement were rearranged to illustrate the Lesson Plan.



LEVEL III (Grades 7-8)

I. GENERAL OBJECTIVES

Application of the newspaper to mathematic problems.

II. SPECIFIC OBJECTIVE

A review of addition, subtraction, multiplication and division.

III. PROCEDURE

A. Use the refrigerator-freezer ad to teach a lesson in consumer buying.

B. What would be the actual cost of a refrigerator-freezer when a 4¼ percent tax is added to the cost?

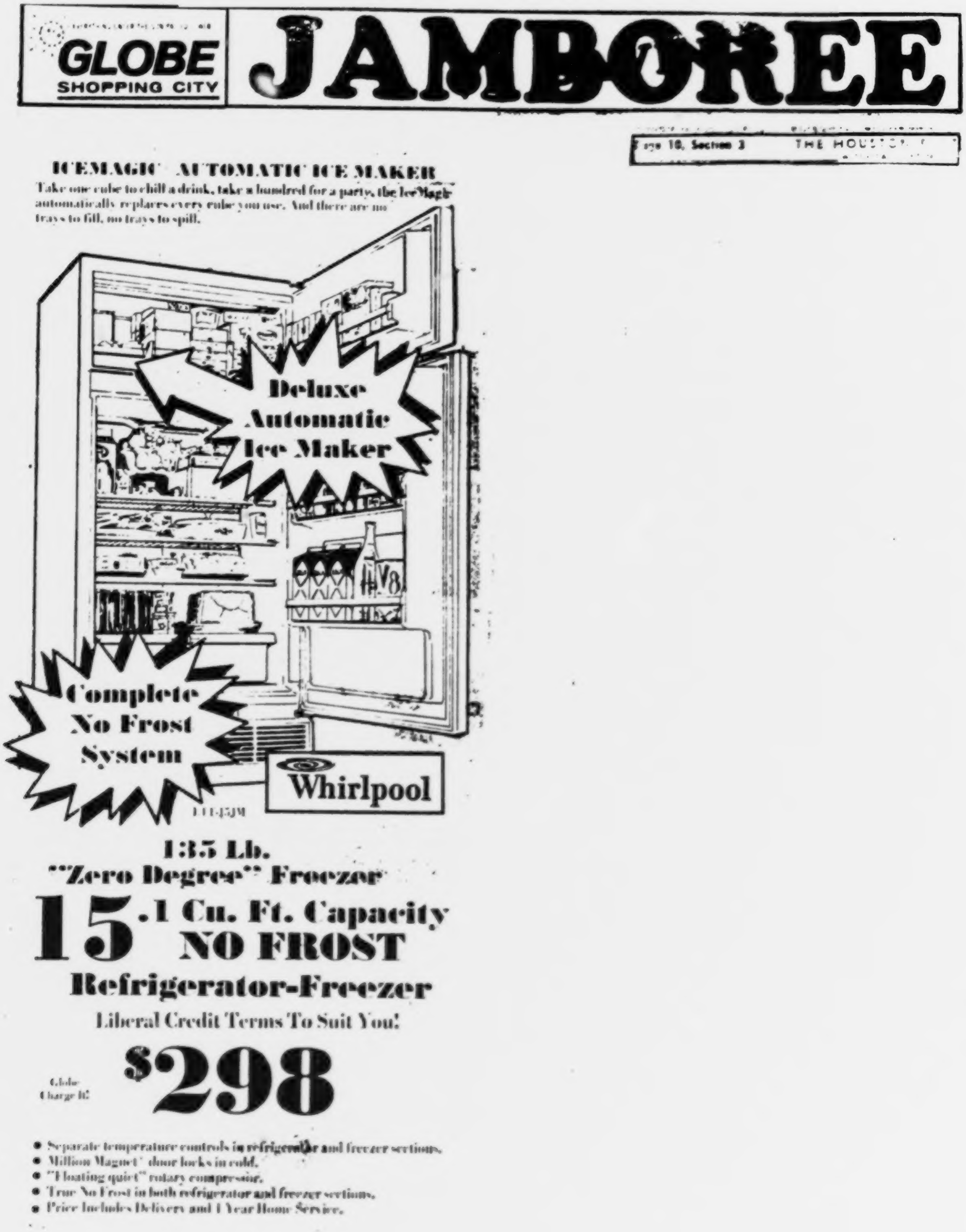
C. Which way would you prefer to buy the refrigerator-freezer? By paying cash or by paying for it on the installment plan? Explain why you made this choice.

D. Find out the rate of interest you would be charged if you financed the refrigerator-freezer through a bank or through a finance company.

E. Develop thought questions.

(Continued on next page)

Editor's Note: This Lesson Plan prepared by Mrs. Johnnie M. Webb of Brenham.



GLOBE SHOPPING CITY **JAMBOREE**

Page 10, Section 3 THE HOUST

ICEMAGIC AUTOMATIC ICE MAKER

Take one cube to chill a drink, take a hundred for a party, the IceMagic automatically replaces every cube you use. And there are no trays to fill, no trays to spill.

Deluxe Automatic Ice Maker

Complete No Frost System

Whirlpool

135 Lb. "Zero Degree" Freezer

15.1 Cu. Ft. Capacity NO FROST Refrigerator-Freezer

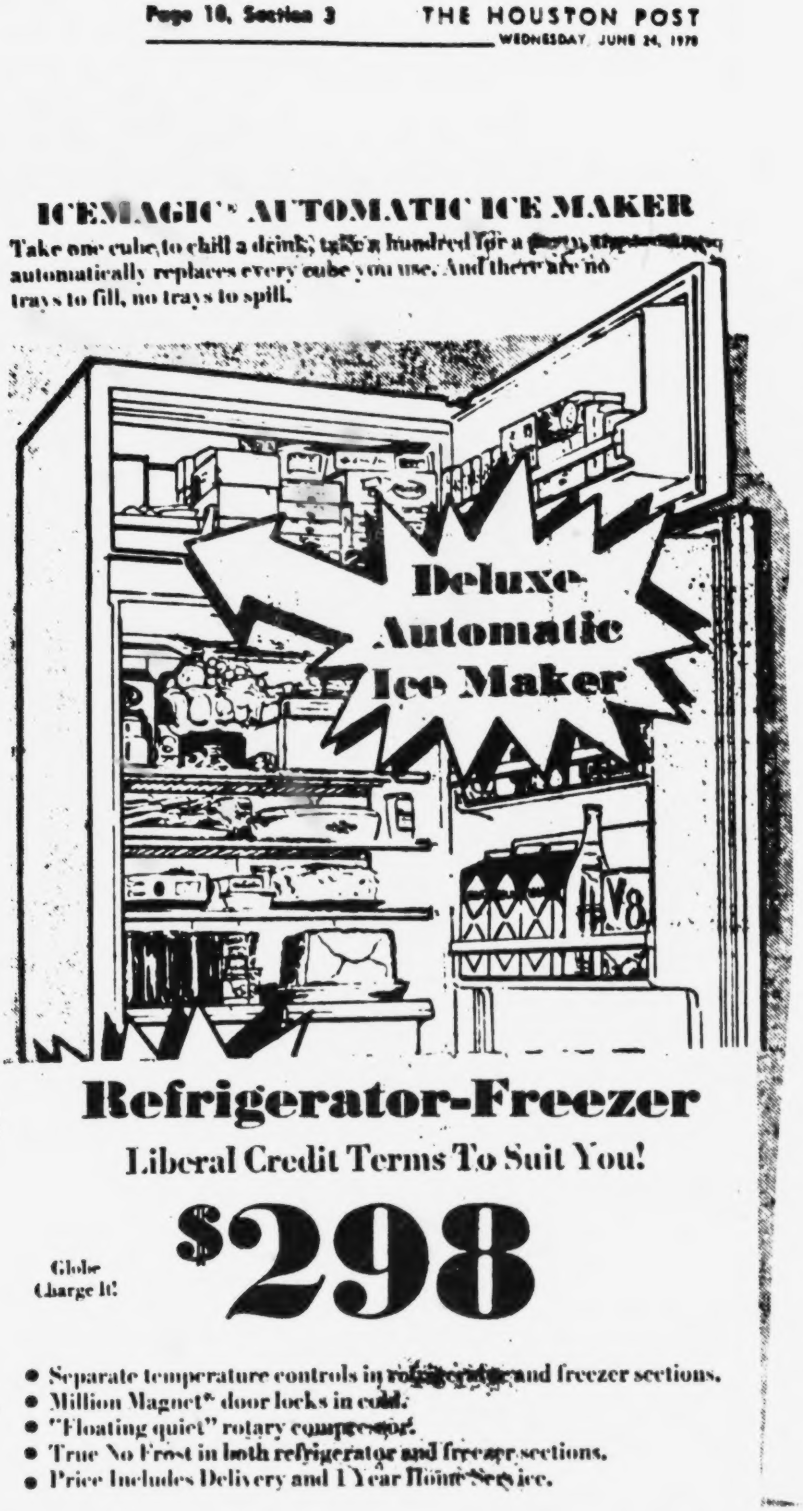
Liberal Credit Terms To Suit You!

Globe Charge It!

$298

- Separate temperature controls in refrigerator and freezer sections.
- Million Magnet door locks in cold.
- "Floating quiet" rotary compressor.
- True No Frost in both refrigerator and freezer sections.
- Price Includes Delivery and 1 Year Home Service.

Editor's Note: This is a photograph of the advertisement as it appeared originally.



Page 10, Section 3 THE HOUSTON POST
WEDNESDAY, JUNE 24, 1970

ICEMAGIC* AUTOMATIC ICE MAKER

Take one cube to chill a drink, take a hundred for a party, [illegible] automatically replaces every cube you use. And there are no trays to fill, no trays to spill.

Deluxe
Automatic
Ice Maker
V8

Refrigerator-Freezer

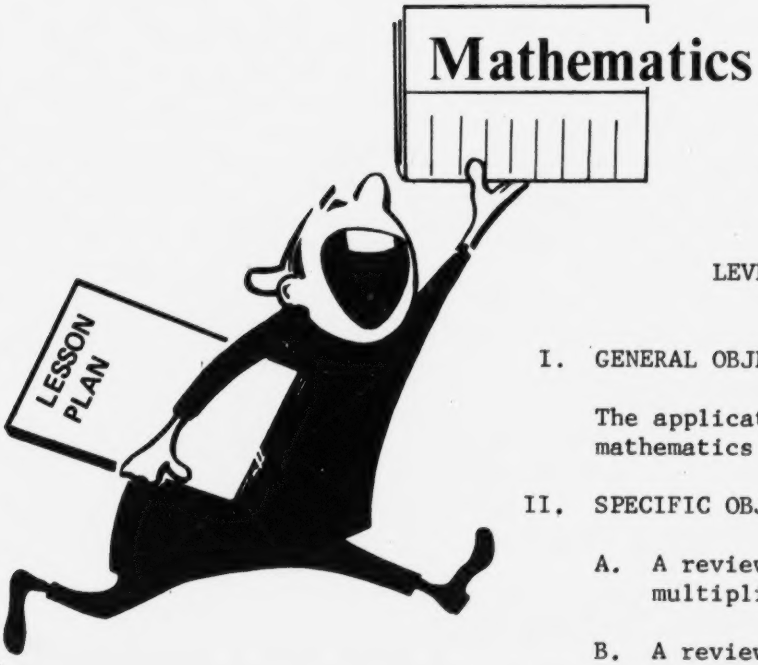
Liberal Credit Terms To Suit You!

Globe
Charge It!

$298

- Separate temperature controls in refrigerator and freezer sections.
- Million Magnet* door locks in cold.
- "Floating quiet" rotary compressor.
- True No Frost in both refrigerator and freezer sections.
- Price Includes Delivery and 1 Year Home Service.

Editor's Note: This is a photograph of how the contents of the advertisement were rearranged to illustrate the Lesson Plan.



LEVEL III (Grades 7-8)

I. GENERAL OBJECTIVE

The application of the newspaper to mathematics problems.

II. SPECIFIC OBJECTIVES

A. A review of addition, subtraction, multiplication and division.

B. A review of terms used in addition, subtraction, multiplication and division.

C. Relationship of newspaper advertisements to word problems.

III. PROCEDURES

A. Determine the amount of money to be spent.

B. Have students select items they would like to purchase from the two newspaper advertisements.

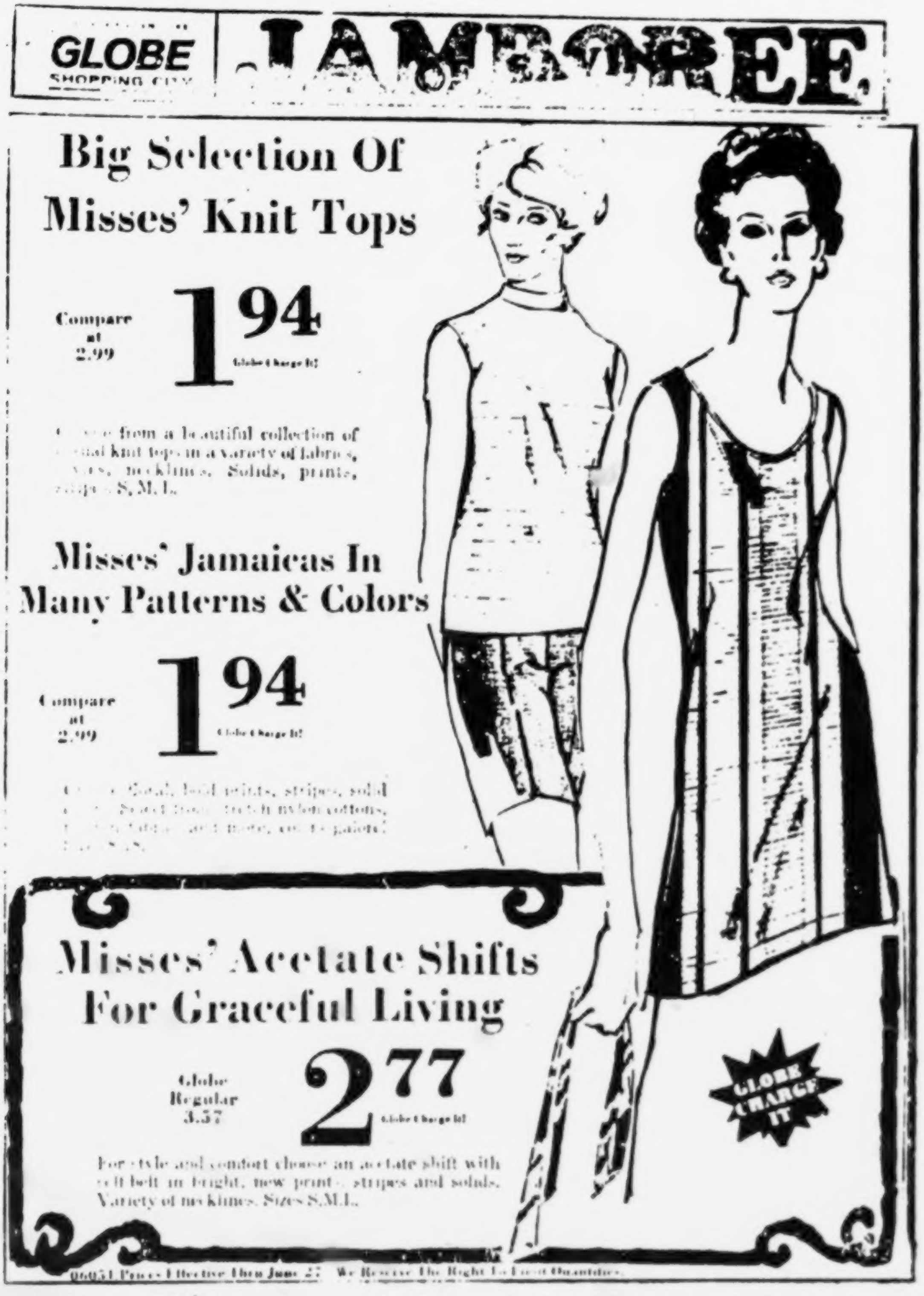
C. Figure the difference between the amount of money to be spent and the amount of money to purchase the items.

D. How much money was saved by buying at the advertised price as compared with the "special purchase" price, the "Globe regular" price or the comparable value price?

E. Make word problems for addition, subtraction, multiplication and division.

(Continued on next page)

Editor's Note: This Lesson Plan prepared by Mrs. Johnnie M. Webb of Brenham.



GLOBE
SHOPPING CITY

JAMBOREE

Big Selection Of Misses' Knit Tops

Compare at 2.99

1.94

Globe Charge It!

Choose from a beautiful collection of casual knit tops in a variety of fabrics, styles, necklines. Solids, prints, stripes. S, M, L.

Misses' Jamaicas In Many Patterns & Colors

Compare at 2.99

1.94

Globe Charge It!

[illegible] bold prints, stripes, solid [illegible] stretch nylon cottons, [illegible] palette! [illegible]

Misses' Acetate Shifts For Graceful Living

Globe Regular 3.57

2.77

Globe Charge It!

For style and comfort choose an acetate shift with self belt in bright, new prints, stripes and solids. Variety of necklines. Sizes S,M,L.

GLOBE CHARGE IT

[illegible] Prices Effective Thru June 27 We Reserve The Right To Limit Quantities.

Editor's Note: This is a photograph of the advertisement as it appeared originally.

THE HOUSTON POST
WEDNESDAY, JUNE 24, 1970

Big Selection Of Misses' Knit Tops

Compare
at
2.99

1.94
Globe Charge It

Choose from a beautiful collection of casual knit tops in a variety of fabrics, styles, necklines. Solids, prints, stripes. S, M, L.

Misses' Jamaicas In Many Patterns & Colors

Compare
at
2.99

1.94
Globe Charge It

Choose floral, bold prints, stripes, solid colors. Select from stretch nylon/cottons, no-iron fabrics and more, colors galore! Sizes 8-18.

Misses' Acetate Shifts For Graceful Living

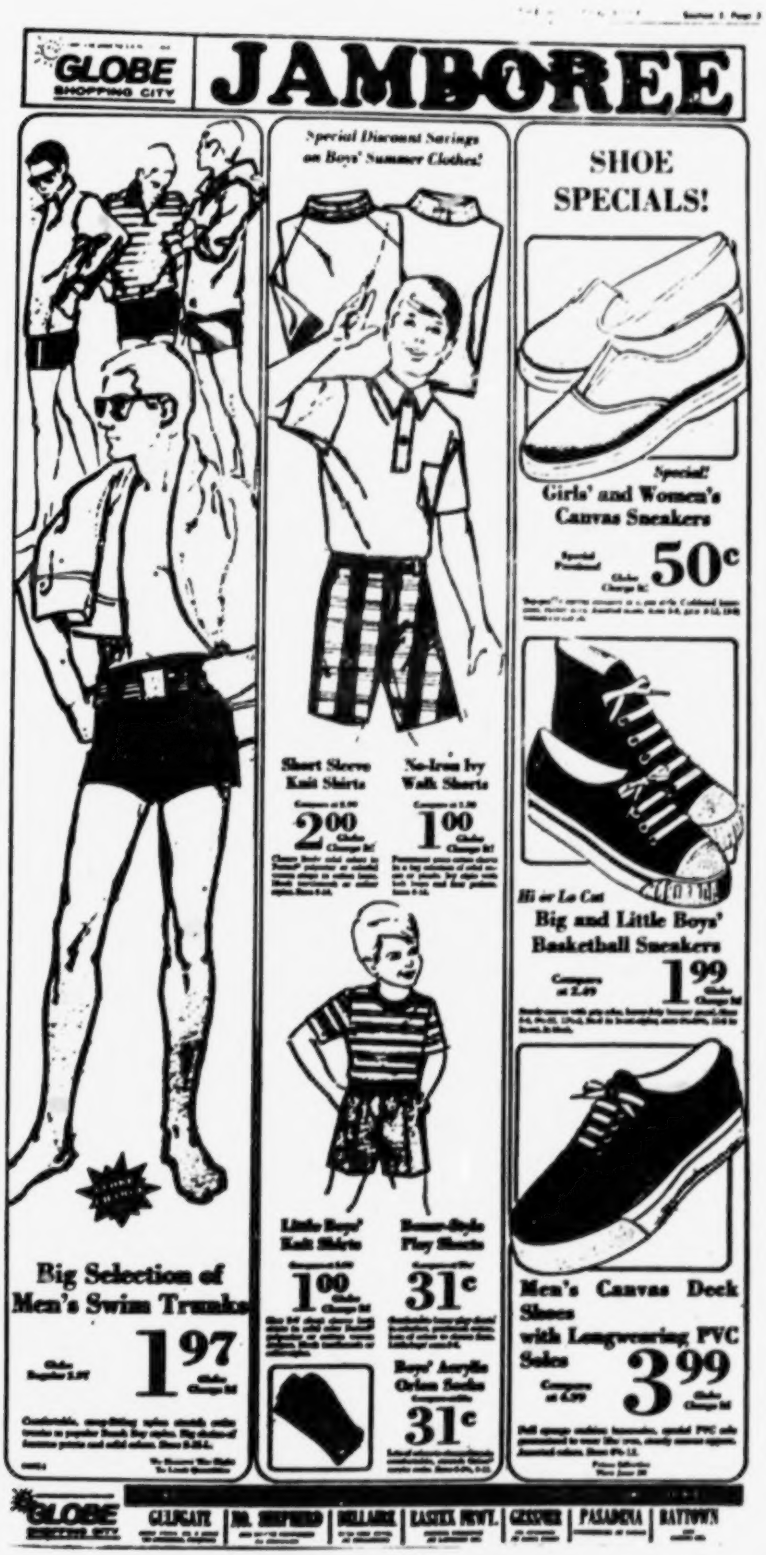
Globe
Regular
3.57

2.77
Globe Charge It

For style and comfort choose an acetate shift with self-belt in bright, new prints, stripes and solids. Variety of necklines. Sizes S,M,L.

GLOBE
SHOPPING CITY

Editor's Note: This is a photograph of how the contents of the advertisement were rearranged to illustrate the Lesson Plan.



GLOBE SHOPPING CITY

JAMBOREE

Special Discount Savings on Boys' Summer Clothes!

Short Sleeve Knit Shirts

2^{00} Globe Charge It!

No-Iron Ivy Walk Shorts

1^{00} Globe Charge It!

Little Boys' Knit Shirts

1^{00} Globe Charge It

Boxer-Style Play Shorts

31^{c}

Boys' Acrylic Orlon Socks

31^{c}

SHOE SPECIALS!

Special!

Girls' and Women's Canvas Sneakers

Globe Charge It! 50^{c}

Hi or Lo Cut

Big and Little Boys' Basketball Sneakers

Compare at 2.49 1^{99} Globe Charge It

Big Selection of Men's Swim Trunks

1^{97} Globe Charge It

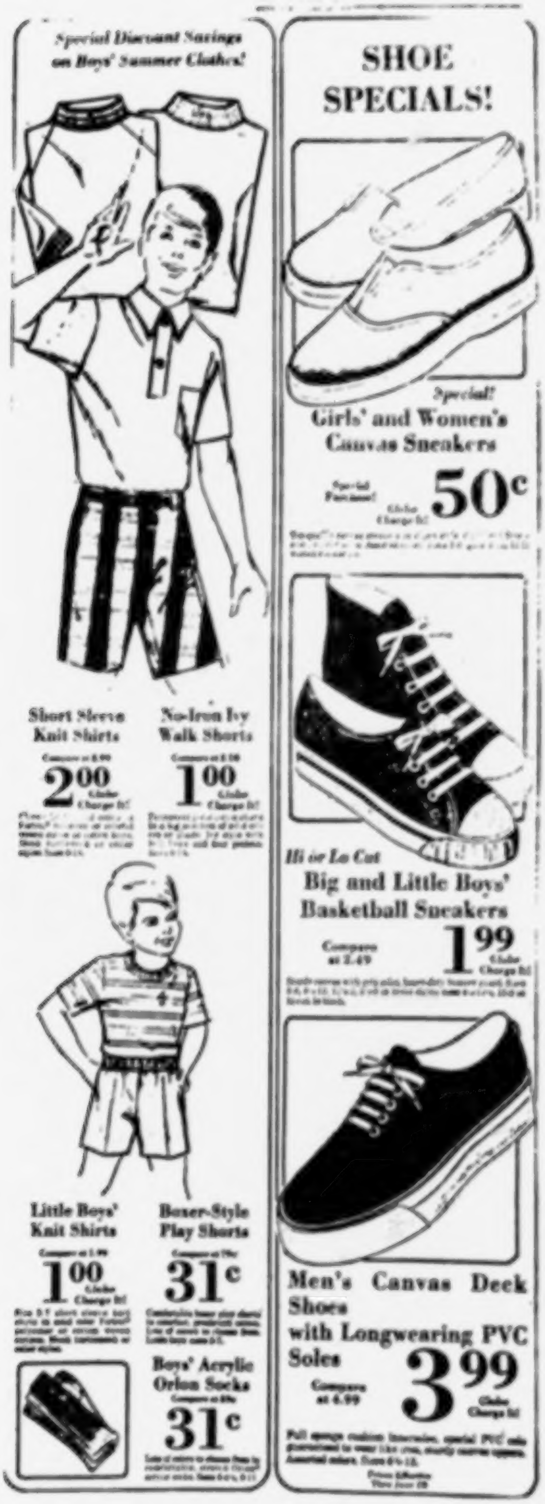
Men's Canvas Deck Shoes with Longwearing PVC Soles

3^{99} Globe Charge It

GLOBE SHOPPING CITY

GULFGATE | NO. SHEPHERD | BELLAIRE | EASTEX FRWY. | GESSNER | PASADENA | BAYTOWN

Editor's Note: This is a photograph of the advertisement as it appeared originally.



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Short Sleeve Knit Shirts

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No-Iron Ivy Walk Shorts

1^{00} Globe Charge It!

Little Boys' Knit Shirts

1^{00} Globe Charge It!

Boxer-Style Play Shorts

31^{c}

Boys' Acrylic Orlon Socks

31^{c}

SHOE SPECIALS!

Special!

Girls' and Women's Canvas Sneakers

Special Purchase! Globe Charge It! 50^{c}

Hi or Lo Cut

Big and Little Boys' Basketball Sneakers

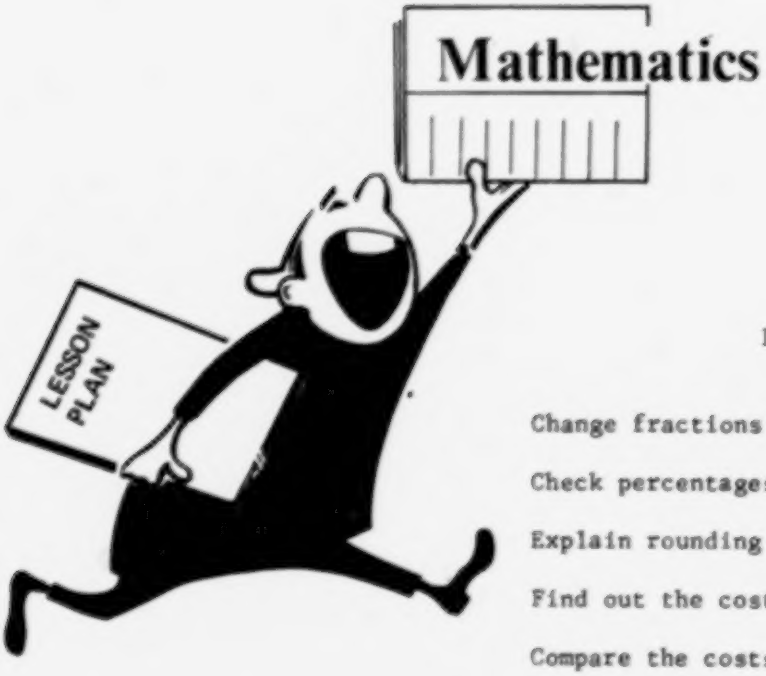
Compare at 2.49 1^{99} Globe Charge It!

Men's Canvas Deck Shoes with Longwearing PVC Soles

Compare at 4.99 3^{99} Globe Charge It!

Editor's Note: This is a photograph of how the contents of the advertisement were rearranged to illustrate the Lesson Plan.

Mathematics



LEVEL III (Grades 7-8)

Change fractions into decimals.

Check percentages for accuracy.

Explain rounding out of $'s in newspapers.

Find out the cost of each item.

Compare the costs.

Divide the cost into the former price.

Discuss consumer comparison of sizes of clothing.

Example: Compare a girl's size 14 to a woman's size 14.

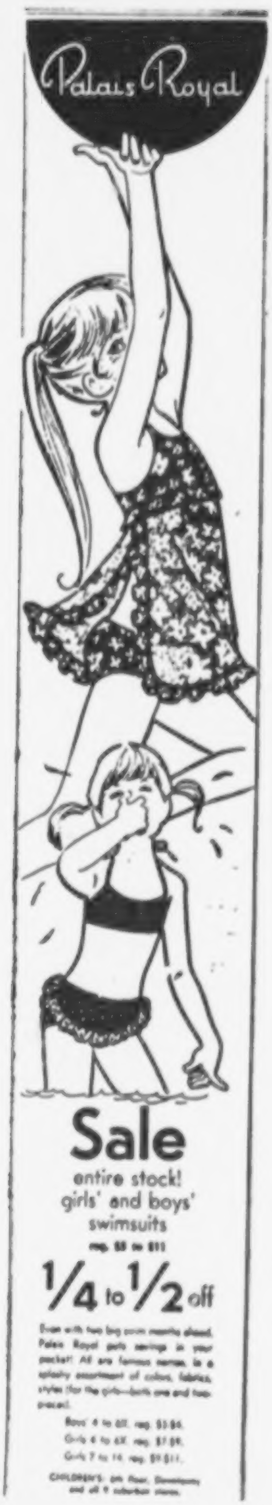
Discuss accuracy of sizing in the clothing industry.

Discuss shrinkage.

If a garment shrinks, should one buy a larger size or not?

(Continued on next page)

Editor's Note: This Lesson Plan prepared by Group III: Mrs. Patsy Matula of Cameron, chairman; and Mrs. Evie Karrh of Hale Center, Miss Mary Helen Petersen of San Antonio, and Mrs. Johnnie Mae Proctor of Henderson.



Palais Royal

Sale

entire stock!
girls' and boys'
swimsuits

1/4 to 1/2 off

Editor's Note: This is a photograph of the advertisement as it appeared originally.

Sale

entire stock!
girls' and boys'
swimsuits
reg. $3 to $11

1/4 to 1/2 off

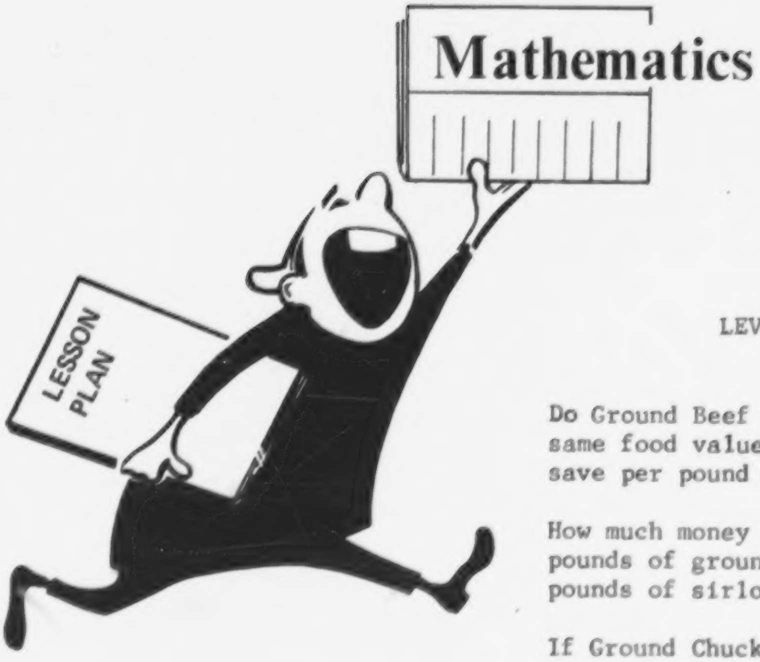
Even with two big swim months ahead, Palais Royal puts savings in your pocket! All are famous names, in a splashy assortment of colors, fabrics, styles (for the girls—both one and two-pieces).

Boys' 4 to 6X, reg. $3-$4.
Girls 4 to 6X, reg. $7-$9.
Girls 7 to 14, reg. $9-$11.

Page 4, Section 2

THE HOUSTON POST
WEDNESDAY, JUNE [illegible]

Editor's Note: This is a photograph of how the contents of the advertisement were rearranged to illustrate the Lesson Plan.



LEVEL III (Grades 7-8)

Do Ground Beef and Sirloin Steak have the same food value? How much money do you save per pound when you buy ground beef?

How much money do you save by buying two pounds of ground beef instead of two pounds of sirloin steak?

If Ground Chuck and Sirloin Steak have the same food value, how much do you save per pound when you buy ground chuck?

How much money do you save by buying two pounds of ground chuck instead of two pounds of sirloin steak?

(Note: The Ground Beef and Ground Chuck layouts on the next page taken from a larger advertisement, which is printed completely on Page 130. The Sirloin Steak layout on the next page taken from a larger advertisement, which is printed completely on Page 107.)

(Continued on next page)

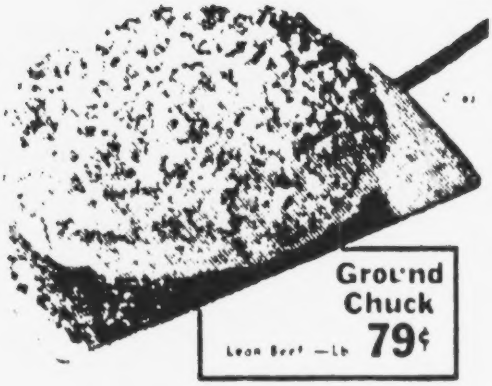
Editor's Note: This Lesson Plan prepared by Group I: Mrs. Lanelle Phillips of Bonham, chairman; and Mrs. Birta Mae Carter of Laneville, Mrs. Jimmie Conner of Livingston, and Mrs. LaRue Hopson of Huntsville.

THE HOUSTON POST
MONDAY JUNE 12 1972

Safeway Meats Are Unconditionally Guaranteed to Please!

Ground Beef 58¢

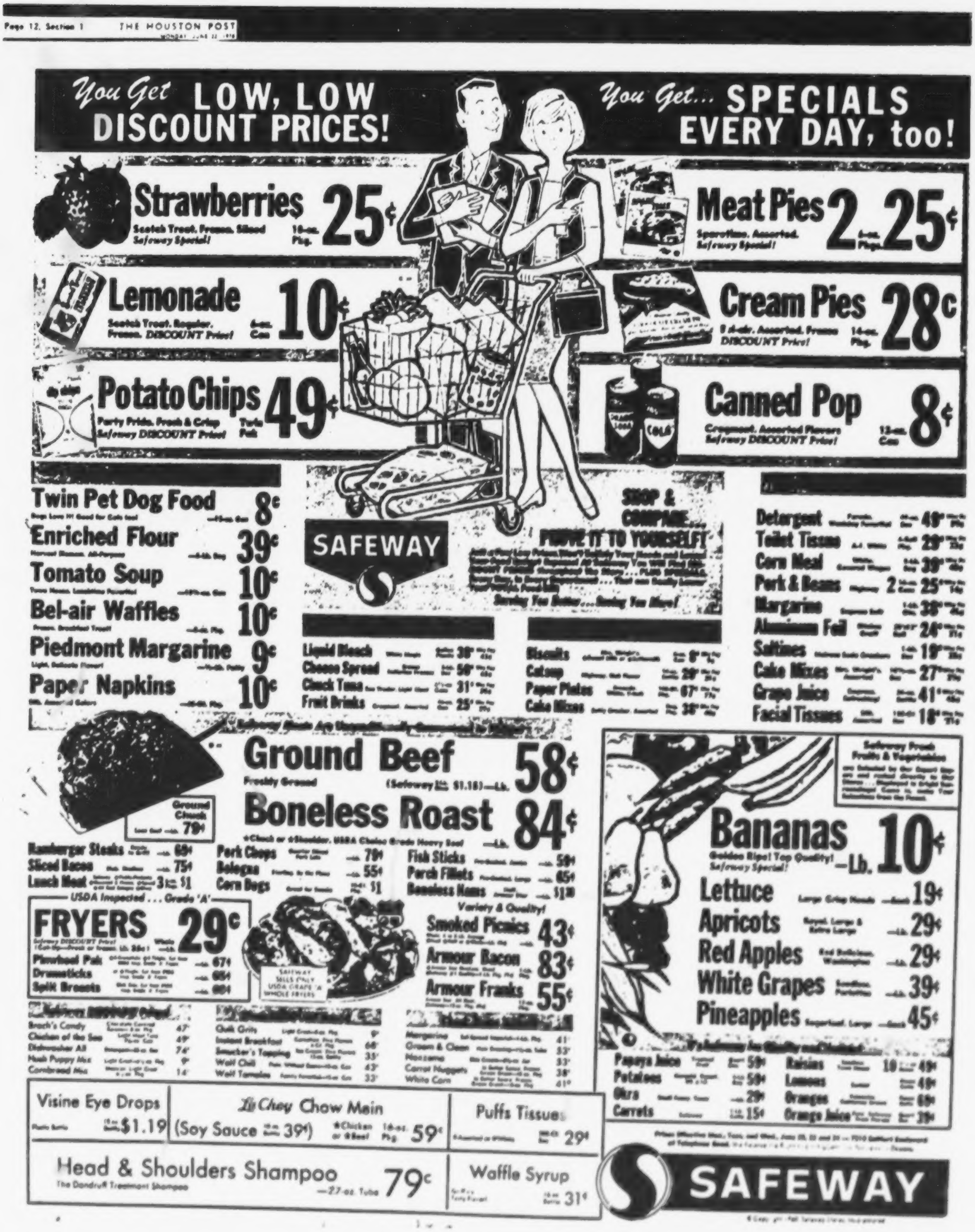
Freshly Ground (Safeway 2 Lb Chub $1.15)—Lb.



U.S. CHOICE
"HEAVY BEEF"
SIRLOIN

STEAK

LB. $1.19



Page 12, Section 1 THE HOUSTON POST MONDAY JUNE 22

You Get LOW, LOW DISCOUNT PRICES!

You Get... SPECIALS EVERY DAY, too!

Strawberries Scotch Treat. Frozen. Sliced *Safeway Special!* 10-oz. Pkg. 25¢

Meat Pies Sparetime. Assorted. *Safeway Special!* 2 8-oz. Pkgs. 25¢

Lemonade Scotch Treat. Regular. Frozen. *DISCOUNT Price!* 6-oz. Can 10¢

Cream Pies 8 Assorted. Frozen *DISCOUNT Price!* 14-oz. Pkg. 28¢

Potato Chips Party Pride. Fresh & Crisp *Safeway DISCOUNT Price!* Twin Pak 49¢

Canned Pop Cragmont. Assorted Flavors *Safeway DISCOUNT Price!* 12-oz. Can 8¢

Twin Pet Dog Food	8¢
Enriched Flour	39¢
Tomato Soup	10¢
Bel-air Waffles	10¢
Piedmont Margarine	9¢
Paper Napkins	10¢

SAFEWAY

SHOP & COMPARE... PROVE IT TO YOURSELF!

Serving You Better... Saving You More!

Liquid Bleach	38¢
Cheese Spread	50¢
Chuck Tuna	31¢
Fruit Drinks	25¢

Biscuits	8¢
Catsup	29¢
Paper Plates	67¢
Cake Mixes	38¢

Detergent	49¢
Toilet Tissue	29¢
Corn Meal	39¢
Pork & Beans	2 for 25¢
Margarine	38¢
Aluminum Foil	24¢
Saltines	19¢
Cake Mixes	27¢
Grape Juice	41¢
Facial Tissues	18¢

Ground Beef Freshly Ground (Safeway 2 lb. $1.18)—Lb. 58¢

Ground Chuck —Lb. 79¢

Boneless Roast Chuck or Shoulder. USDA Choice Grade Heavy Beef —Lb. 84¢

Hamburger Steaks	69¢
Sliced Bacon	75¢
Lunch Meat	3 for $1
Pork Chops	79¢
Bologna	55¢
Corn Dogs	$1
Fish Sticks	59¢
Perch Fillets	65¢
Boneless Hams	$1.39

—USDA Inspected . . . Grade 'A'—

FRYERS *Safeway DISCOUNT Price!* Whole —Lb. 29¢

Pinwheel Pak	67¢
Drumsticks	65¢
Split Breasts	69¢

SAFEWAY SELLS ONLY USDA GRADE 'A' WHOLE FRYERS

Variety & Quality!

Smoked Picnics	43¢
Armour Bacon	83¢
Armour Franks	55¢

Brach's Candy	47¢
Chicken of the Sea	49¢
Dishwasher All	74¢
Hush Puppy Mix	9¢
Cornbread Mix	14¢

Quik Grits	9¢
Instant Breakfast	68¢
Smucker's Topping	35¢
Wolf Chili	43¢
Wolf Tamales	33¢

Margarine	41¢
Groom & Clean	53¢
Noxzema	53¢
Carrot Nuggets	38¢
White Corn	41¢

Safeway Fresh Fruits & Vegetables

Bananas Golden Ripe! Top Quality! *Safeway Special!* —Lb. 10¢

Lettuce Large Crisp Heads —Each	19¢
Apricots Royal, Large & Extra Large —Lb.	29¢
Red Apples Red Delicious, Washington —Lb.	29¢
White Grapes Seedless, Perlettes —Lb.	39¢
Pineapples Imported. Large —Each	45¢

Papaya Juice	59¢
Potatoes	59¢
Okra	29¢
Carrots	15¢
Raisins	10 for 49¢
Lemons	49¢
Oranges	69¢
Orange Juice	39¢

Visine Eye Drops	$1.19
Li Chey Chow Main (Soy Sauce 39¢) Chicken or Beef 16-oz. Pkg.	59¢
Puffs Tissues	29¢
Head & Shoulders Shampoo The Dandruff Treatment Shampoo —2.7-oz. Tube	79¢
Waffle Syrup	31¢

SAFEWAY

Analysis

A more complex problem involving three possible operations in two steps:

(1) (\$1.19 x 2) - \$1.15 = ?

This involves multiplication and subtraction.

(2) (\$1.19 + \$1.19) - \$1.15 = ?

This involves addition and subtraction.

Similar to above problem but having three (3) possible operations and involving four (4) steps:

(1) (\$1.19 + \$1.19) - (\$0.79 + \$0.79) = ?

(2) (\$1.19 x 2) - (\$0.79 x 2) = ?

(3) Could be a combination of the above two steps.

LEVEL III (Grades 7-8)

Do Ground Beef and Sirloin Steak have the same food value? How much money do you save per pound when you buy ground beef?

How much money do you save by buying two pounds of ground beef instead of two pounds of sirloin steak?

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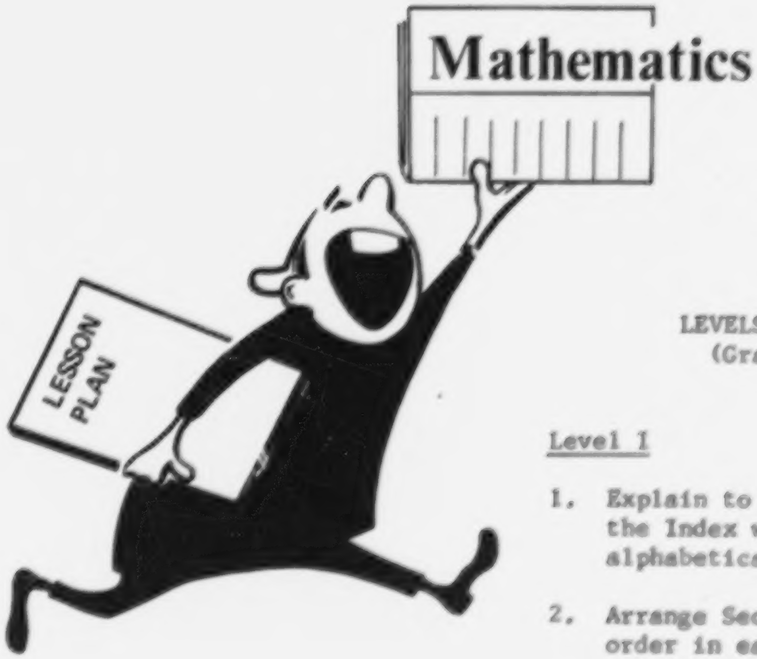


LEVELS I (Grades 1-3) and II (Grades 4-6)

Level I

1. Explain to students how the Sections of the Index were originally listed in alphabetical order
2. Arrange Section numbers into numerical order in each column.
3. Arrange Page numbers into numerical order in each column.
4. After students arrange Section numbers in numerical order, or Page numbers in numerical order, have them total the four columns of numbers.

Level II

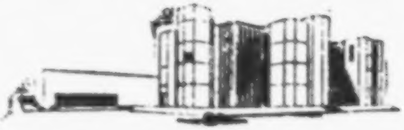
Discuss the value of an index to the reader of a newspaper.

Discuss where else (books, for example) one may find an index and how it may be used.

(Continued on next page)

Editor's Note: This Lesson Plan prepared by Group III: Mrs. Patsy Matula of Cameron, chairman; and Mrs. Evie Karrh of Hale Center, Miss Mary Helen Petersen of San Antonio, and Mrs. Johnnie Mae Proctor of Henderson.

The Houston Post



Good morning! Page 1, Section 1 10 cents

It's Wednesday, June 24, 1970 ★ ★ ★

Inside The Post

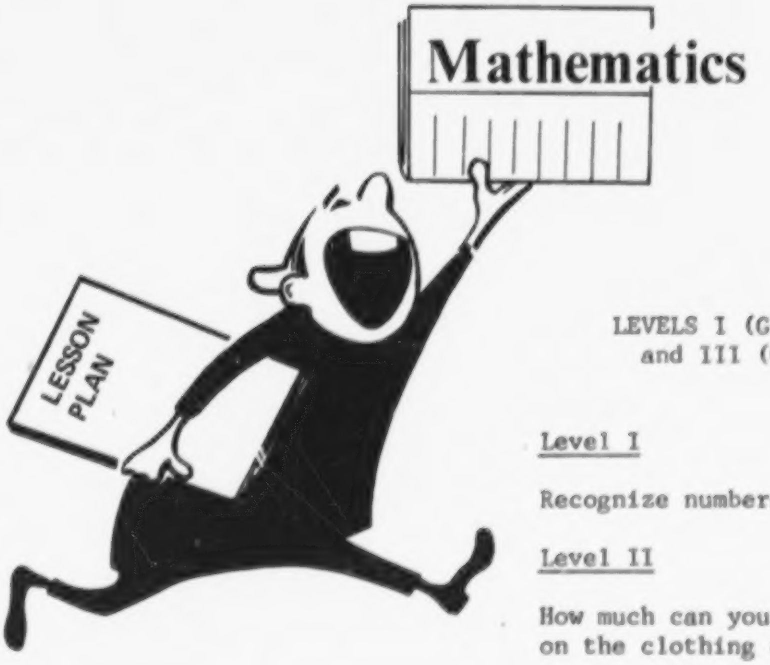
- **SUSPECT IN** California bank robbery is arraigned and placed under $150,000 bond. See 1, page 3.
- **ONE OF COUNTRY'S** first astronauts, Col L. Gordon Cooper, announces he will leave space program to head Washington firm. See 1, page 3.
- **JURY PROBE** of county voting machine purchase continues. See 1, page 3.

Everyone who goes up must comes down — sometimes. For this man, he was longer in coming down than he would have liked. Please see picture page 3.

- **CUTOFF OF FUNDS** to segregated schools urged by Governor's Committee on Human Relations. See 1, page 3.

Please turn inside to . . .

	Section	Page		Section	Page
Action Line	2	8	Names	5	1
Amusements	5	6, 7	National Briefs	3	2
Astrocast	6	7	Oil, Gas	3	5
Bridge	1	6	Roberts	5	5
Business	3	4-10	Sound-Off	5	3
Comics	2	5, 6	Sports	6	1-5
Crossword	4	5	Television	6	7
Deaths	6	8-9	Houston Today	1	12
Dr Justice	5	3	WANT-ADS	4	2-15
Editorials	5	2	Weather	1	9
Final Markets	3	8, 9	Women	2	1-4
Graham	6	7	World Briefs	3	3



LEVELS I (Grades 1-3), II (Grades 4-6), and III (Grades 7-8)

Level I

Recognize numbers.

Level II

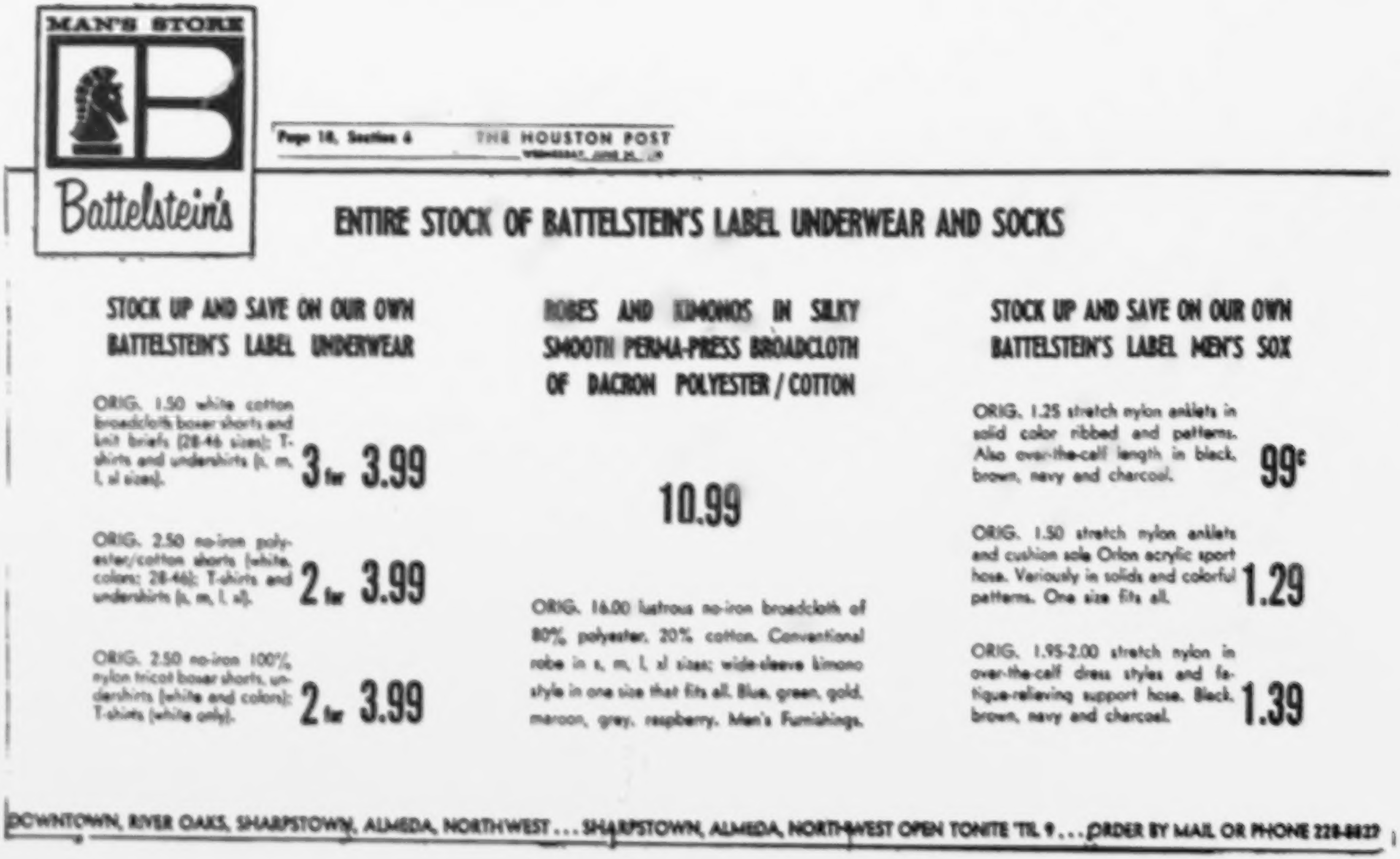
How much can you save from the original cost on the clothing offered for sale in this ad?

Level III

The sale price of Battelstein's label underwear is three for $3.99. If you bought only one item, how much would it cost? What would be the cost of six items?

(Continued on next page)

Editor's Note: This Lesson Plan prepared by Mrs. Patsy Matula of Cameron and Miss Mary Helen Petersen of San Antonio.



MAN'S STORE

Battelstein's

Page 18, Section 6 THE HOUSTON POST [illegible]

ENTIRE STOCK OF BATTELSTEIN'S LABEL UNDERWEAR AND SOCKS

STOCK UP AND SAVE ON OUR OWN BATTELSTEIN'S LABEL UNDERWEAR

ORIG. 1.50 white cotton broadcloth boxer shorts and knit briefs (28-46 sizes); T-shirts and undershirts (s, m, l, xl sizes). 3 for 3.99

ORIG. 2.50 no-iron polyester/cotton shorts (white, colors; 28-46); T-shirts and undershirts (s, m, l, xl). 2 for 3.99

ORIG. 2.50 no-iron 100% nylon tricot boxer shorts, undershirts (white and colors); T-shirts (white only). 2 for 3.99

ROBES AND KIMONOS IN SILKY SMOOTH PERMA-PRESS BROADCLOTH OF DACRON POLYESTER/COTTON

10.99

ORIG. 16.00 lustrous no-iron broadcloth of 80% polyester, 20% cotton. Conventional robe in s, m, l, xl sizes; wide-sleeve kimono style in one size that fits all. Blue, green, gold, maroon, grey, raspberry. Men's Furnishings.

STOCK UP AND SAVE ON OUR OWN BATTELSTEIN'S LABEL MEN'S SOX

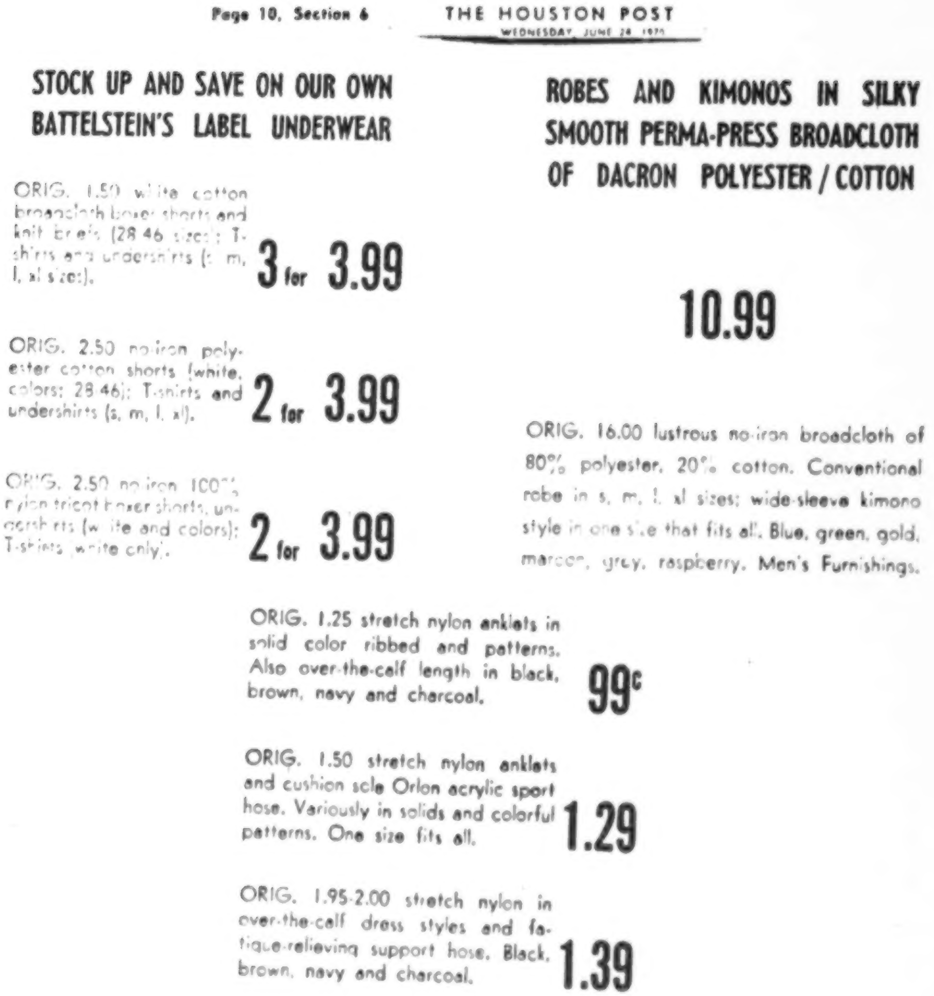
ORIG. 1.25 stretch nylon anklets in solid color ribbed and patterns. Also over-the-calf length in black, brown, navy and charcoal. 99¢

ORIG. 1.50 stretch nylon anklets and cushion sole Orlon acrylic sport hose. Variously in solids and colorful patterns. One size fits all. 1.29

ORIG. 1.95-2.00 stretch nylon in over-the-calf dress styles and fatigue-relieving support hose. Black, brown, navy and charcoal. 1.39

DOWNTOWN, RIVER OAKS, SHARPSTOWN, ALMEDA, NORTHWEST . . . SHARPSTOWN, ALMEDA, NORTHWEST OPEN TONITE 'TIL 9 . . . ORDER BY MAIL OR PHONE 228-8827

Editor's Note: This is a photograph of the advertisement as it appeared originally.



Page 10, Section 6 THE HOUSTON POST
WEDNESDAY, JUNE 24, 1970

STOCK UP AND SAVE ON OUR OWN BATTELSTEIN'S LABEL UNDERWEAR

ORIG. 1.50 white cotton broadcloth boxer shorts and knit briefs (28-46 sizes); T-shirts and undershirts (s, m, l, xl sizes). **3 for 3.99**

ORIG. 2.50 no-iron polyester cotton shorts (white, colors; 28-46); T-shirts and undershirts (s, m, l, xl). **2 for 3.99**

ORIG. 2.50 no-iron 100% nylon tricot boxer shorts, undershirts (white and colors); T-shirts (white only). **2 for 3.99**

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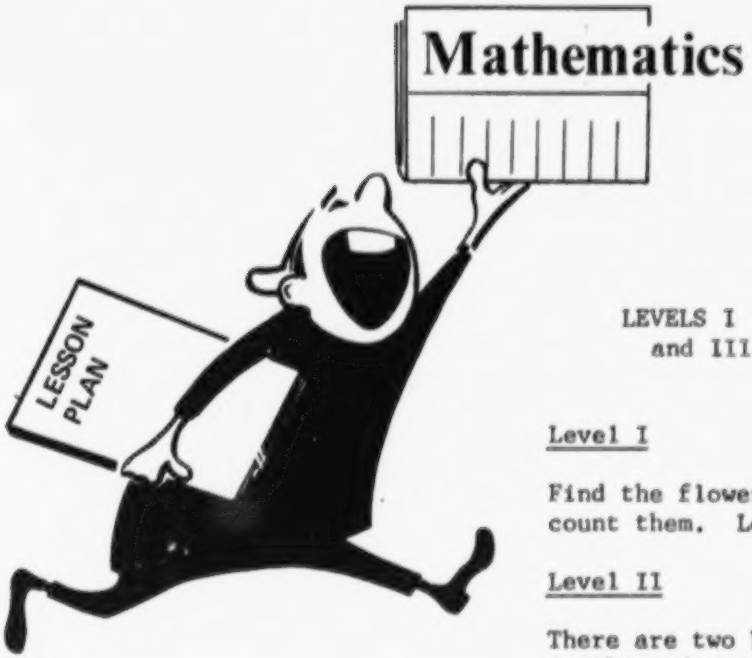


LEVELS I (Grades 1-3), II (Grades 4-6), and III (Grades 7-8)

Level I

Find the flowers in the advertisement and count them. Locate the numbers you know.

Level II

There are two kinds of house paint on sale in this advertisement? One kind regularly sells for $7.29 per gallon but is on sale for $5.79. Another kind regularly sells for $9.35 per gallon but is on sale for $7.35.

Which is the best buy--according to price?

If it took four gallons of paint to paint your house and you chose the paint on sale for $5.79 per gallon, how much would it cost you?

Level III

(Note: Use Lesson Plan for Level II.)

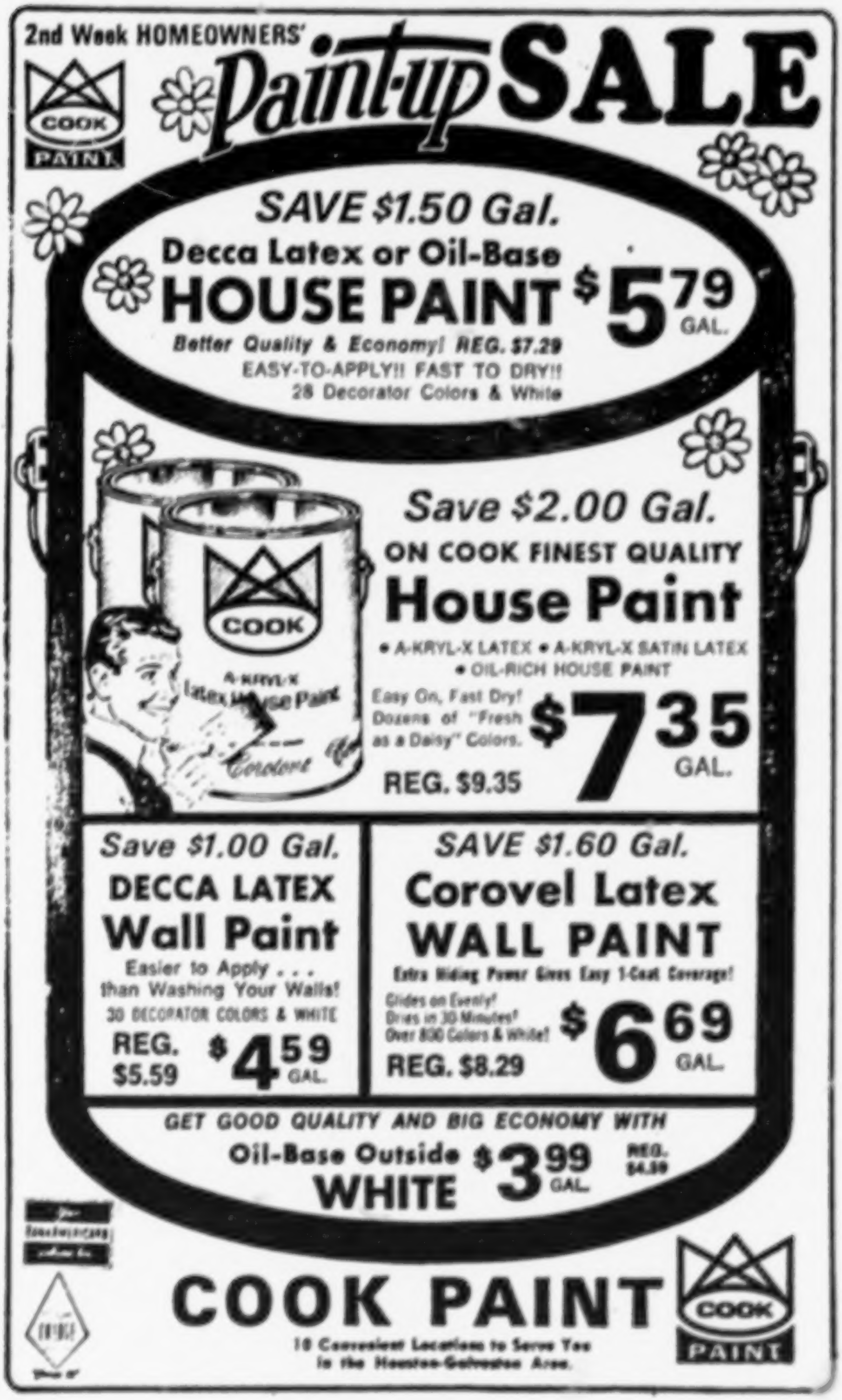
Ask the students to estimate the size of their house. Then ask them to figure the cost of painting their house with the $5.79 paint. With the $7.35 paint.

Point out the black border around the advertisement. As the students to figure the number of square inches in this rectangle.

(Continued on next page)

Editor's Note: This Lesson Plan prepared by Group III: Mrs. Patsy Matula of Cameron, chairman; and Mrs. Evie Karrh of Hale Center, Miss Mary Helen Petersen of San Antonio, and Mrs. Johnnie Mae Proctor of Henderson.

THE HOUSTON POST **Section 1, Page 15**
SUNDAY, JUNE 21, 1970



2nd Week HOMEOWNERS'

Paint-up SALE

SAVE $1.50 Gal.

Decca Latex or Oil-Base

HOUSE PAINT $5.79 GAL.

Better Quality & Economy! REG. $7.29

EASY-TO-APPLY!! FAST TO DRY!!
28 Decorator Colors & White

Save $2.00 Gal.

ON COOK FINEST QUALITY

House Paint

- A-KRYL-X LATEX
- A-KRYL-X SATIN LATEX
- OIL-RICH HOUSE PAINT

Easy On, Fast Dry! Dozens of "Fresh as a Daisy" Colors.

$7.35 GAL.

REG. $9.35

Save $1.00 Gal.

DECCA LATEX
Wall Paint

Easier to Apply . . . than Washing Your Walls!
30 DECORATOR COLORS & WHITE

REG. $5.59 **$4.59 GAL.**

SAVE $1.60 Gal.

Corovel Latex
WALL PAINT

Extra Hiding Power Gives Easy 1-Coat Coverage!

Glides on Evenly!
Dries in 30 Minutes!
Over 800 Colors & White!

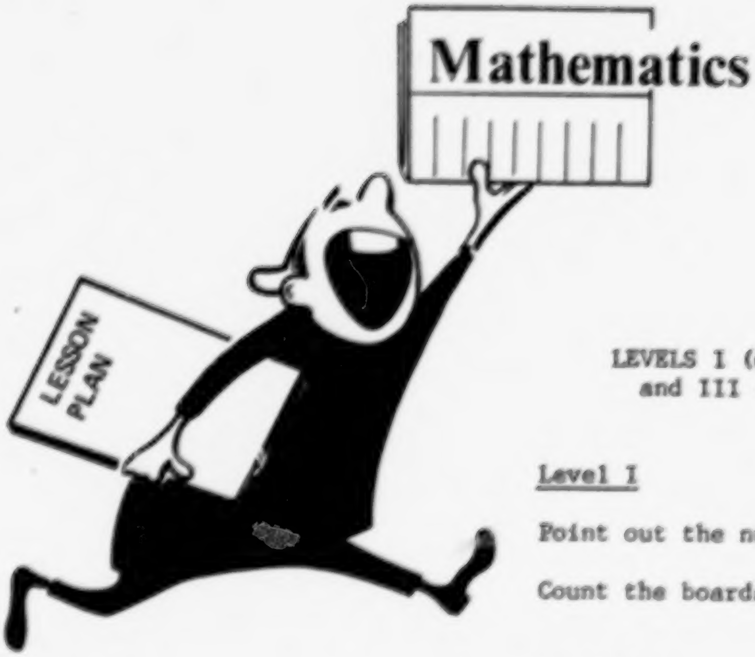
REG. $8.29 **$6.69 GAL.**

GET GOOD QUALITY AND BIG ECONOMY WITH

Oil-Base Outside WHITE $3.99 GAL. REG. $4.39

COOK PAINT

10 Convenient Locations to Serve You
in the Houston-Galveston Area.



LEVELS I (Grades 1-3), II (Grades 4-6), and III (Grades 7-8)

Level I

Point out the numbers in the advertisement.

Count the boards in the cedar fence.

Level II

How long has Montgomery Ward's been in the fencing business?

Level III

How many linear feet of chain link fencing would you need to enclose your yard?

How much would it cost to put chain link fencing around your yard?

How many linear feet of cedar fencing would you need to enclose your yard?

How much would it cost to put cedar fencing around your yard?

What is the upkeep on chain link fencing? On cedar fencing?

A Value Consideration

Which kind of fencing serves the aesthetic needs of your family best: chain link fencing, which is not private, or cedar fencing, which is private?

> (Note: Ask the students to define "aesthetic." If no one can define the word, ask a student to look the word up in the dictionary and spell it out on the blackboard. Now ask the student to define the word for the class.)

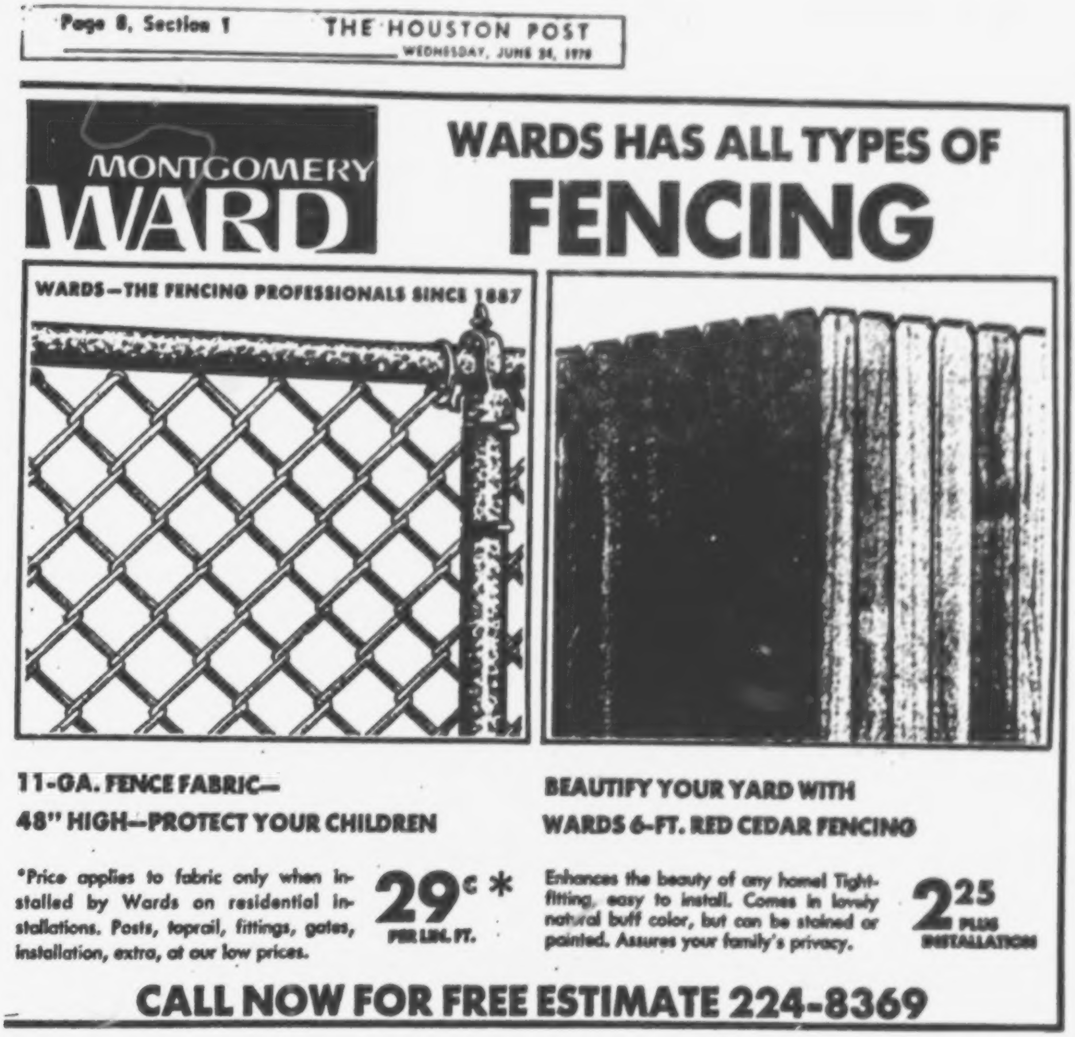
Consider that one of these two kinds of fencing is already around your house. How well does this fencing serve the needs of your family? Do you like it?

> (Note: This would be a good opportunity to introduce role playing into the classroom.)

If you do not like the fencing you now have, what can you do to improve the aesthetic appearance of your fencing without replacing the fencing?

(Note: Shrubbery would be one way. If the ensuing discussion does not bring out this suggestion, tell the class.)

If you added shrubbery, how much would it cost? Would adding the shrubbery add to the value of your house and lot?



Page 8, Section 1 THE HOUSTON POST
WEDNESDAY, JUNE 24, 1970

MONTGOMERY
WARD

WARDS HAS ALL TYPES OF
FENCING

WARDS—THE FENCING PROFESSIONALS SINCE 1887

11-GA. FENCE FABRIC—
48" HIGH—PROTECT YOUR CHILDREN

*Price applies to fabric only when installed by Wards on residential installations. Posts, toprail, fittings, gates, installation, extra, at our low prices.

29¢ * PER LIN. FT.

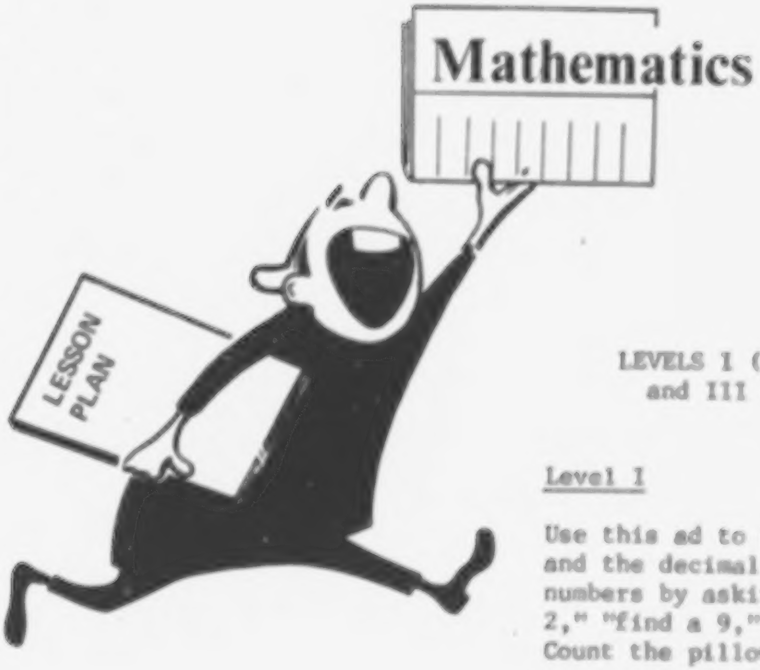
BEAUTIFY YOUR YARD WITH
WARDS 6-FT. RED CEDAR FENCING

Enhances the beauty of any home! Tight-fitting, easy to install. Comes in lovely natural buff color, but can be stained or painted. Assures your family's privacy.

2.25 PLUS INSTALLATION

CALL NOW FOR FREE ESTIMATE 224-8369

Editor's Note: This Lesson Plan prepared by Group III: Mrs. Patsy Matula of Cameron, chairman; and Mrs. Evie Karrh of Hale Center, Miss Mary Helen Petersen of San Antonio, and Mrs. Johnnie Mae Proctor of Henderson.



LEVELS I (Grades 1-3), II (Grades 4-6),
and III (Grades 7-8)

Level I

Use this ad to point out the dollar sign ($) and the decimal point (.). Point out numbers by asking the student to "find a 2," "find a 9," etc. for recognition. Count the pillows in the ad.

Level II

Find the cost of the number of pillows needed. Find the cost of one pillow or the cost of any number of pillows. Compare prices: the original price and the sale price. This exercise involves both addition and subtraction.

Level III

Find the difference in the size of a king size pillow, a queen size pillow, and a regular size pillow. Compare costs. If the person charged the item, what would be the carrying charge? Could the item be charged for 30 days without carrying charges? What is the charge per month or per year? If the bill was not paid by the date specified by the company, what would be the added charge?

(Note: This would be a good time to give the students a specific example. Ask them how much they could save by paying for the pillow/s within 30 days. Mention water bill as an example.)

Ask the students what would be the best place to find carrying charges. If the discussion does not provide the answer, tell them it may be the catalog from their local Sears, Montgomery Ward's, or Penney's.

This ad will also correlate with lesson in reading, language, health, and consumer buying.

(Continued on next page)

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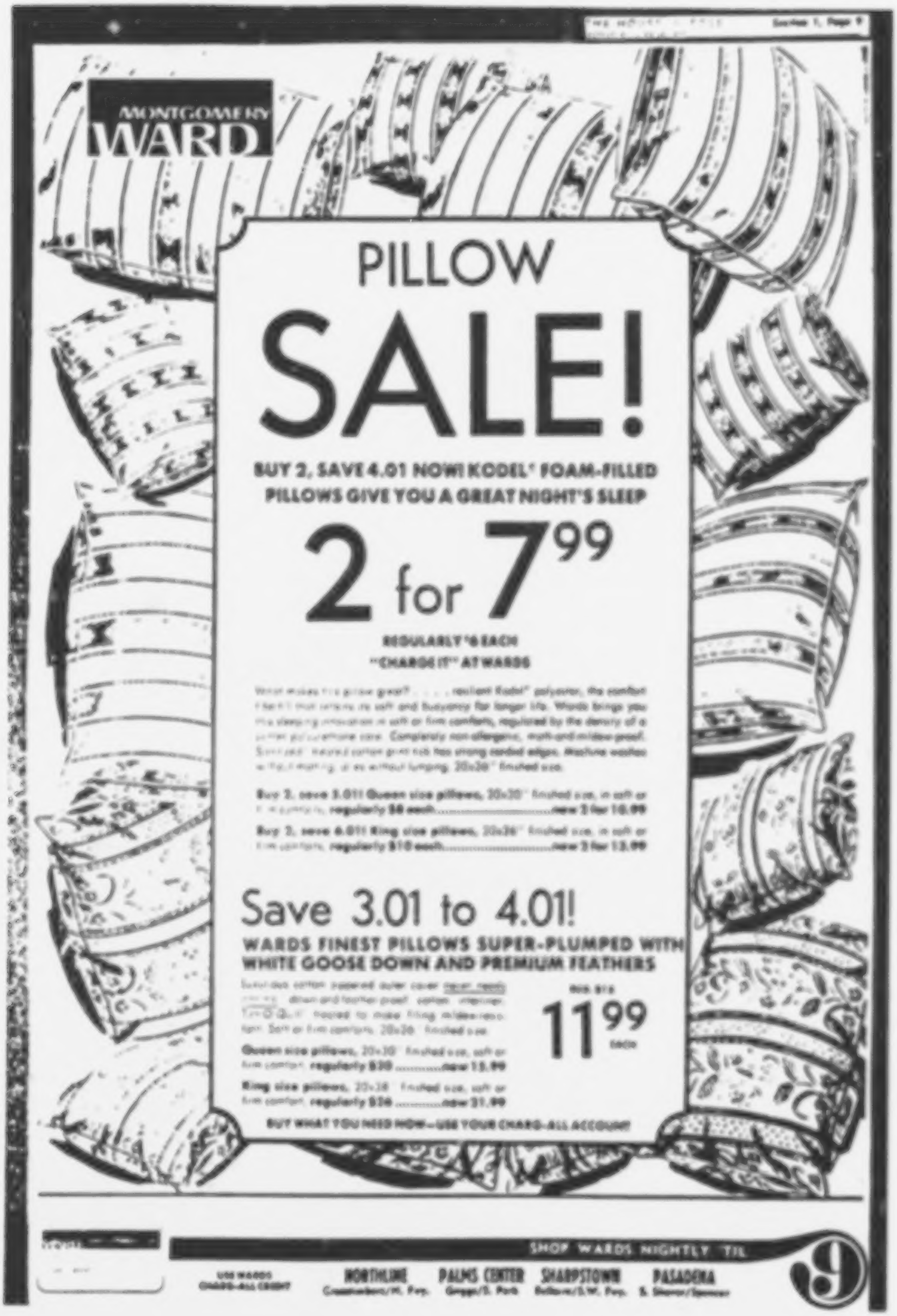


Section 1, Page 9

MONTGOMERY WARD

PILLOW SALE!

BUY 2, SAVE 4.01 NOW! KODEL* FOAM-FILLED PILLOWS GIVE YOU A GREAT NIGHT'S SLEEP

2 for 7.99

REGULARLY $6 EACH
"CHARGE IT" AT WARDS

What makes this pillow great? . . . . resilient Kodel* polyester, the comfort fiberfill that retains its soft and buoyancy for longer life. Wards brings you this sleeping innovation in soft or firm comforts, regulated by the density of a urethane polyurethane core. Completely non-allergenic, moth-and mildew-proof. Sanforized* treated cotton print tick has strong corded edges. Machine washes without matting, dries without lumping. 20x26" finished size.

Buy 2, save 3.01! Queen size pillows, 20x30" finished size, in soft or firm comforts, **regularly $8 each..........now 2 for 10.99**

Buy 2, save 4.01! King size pillows, 20x36" finished size, in soft or firm comforts, **regularly $10 each..........now 2 for 13.99**

Save 3.01 to 4.01!

WARDS FINEST PILLOWS SUPER-PLUMPED WITH WHITE GOOSE DOWN AND PREMIUM FEATHERS

Luxurious cotton zippered outer cover never needs ironing, down and feather proof cotton inner liner Tri-O-Quilt* treated to make filling mildew-resistant. Soft or firm comforts. 20x26" finished size.

REG. $15

11.99 each

Queen size pillows, 20x30" finished size, soft or firm comfort, **regularly $20 ....now 15.99**

King size pillows, 20x36" finished size, soft or firm comfort, **regularly $26 ....now 21.99**

BUY WHAT YOU NEED NOW—USE YOUR CHARG-ALL ACCOUNT

SHOP WARDS NIGHTLY 'TIL 9

USE WARDS CHARG-ALL CREDIT

NORTHLINE Crosstimbers/N. Fwy.

PALMS CENTER Griggs/S. Park

SHARPSTOWN Bellaire/S.W. Fwy.

PASADENA S. Shaver/Spencer

Propaganda

ANAGRAMS, ANYONE?--If you had to take a few seconds to unscramble the 10 letters to spell out P-R-O-P-A-G-A-N-D-A, this anagrammatic exercise was put in this guide to put you on the alert to be wary of the propaganda devices so you in turn can alert your students.

A General View of Propaganda

Historical Aspects

Throughout Western history, leaders have developed extensive propaganda efforts when they have had to depend upon the favorable opinion of the masses. Ancient Athens had its propagandist-historian, Herodotus, and Julius Caesar was the greatest Roman political propagandist in Rome's history.

Present Aspects

The role of propaganda has been vastly expanded today because of literacy, rising standards of living, greater mobility, and increasing group conflicts.

Especially in wartime, propaganda is most important. Before, with, and after the bombs must go (1) assessment of social organization, opinion, and common sentiments, (2) followed by planning and manipulating.

Alfred M. Lee in his book How to Understand Propaganda called the wartime use of propaganda techniques "paper bullets" because of their ability to "fix" common attitudes and "direct" action.

Since military proaganda techniques are in a highly refined state, it is useful to examine them before we discuss propaganda in advertising and education.

This sequence is generally followed in military action:

1. Development of strategic intelligence. (Location of dissension; existing strengths and weakness of economic, political and social situations; and assessment of available common sentiments.)
2. The propaganda barrage. (Selected techniques to manipulate sentiments and actions of the target population.)
3. Preparation for action. (Development of open and undercover organizations for action.)
4. Action. (Launching the desired types of movement, agitation, conquest, or other action.)

This same pattern is followed for manipulation of thinking in areas such as industry, unions, government, politics, distribution, churches, civic endeavor, schools, and agriculture.

A restatement of the military sequence in more general terms is this:

1. fact gathering and analysis
2. definition of current objectives and issues
3. selection of current strategies

4. development of propaganda terms and theories

5. planning of organizational arrangements and relations

6. use of propaganda mediums

7. consolidation of gains from social action efforts

Advertisers follow this outlined sequence many times: product, research, advertising, sales, lobbying, legal and financial consolidation of gains.

Political propaganda follows only a slightly different sequence.

The political leader starts with studies of personalities and social factors. These social factors are cleavages and tensions such as differences between management and workers, patients and physicians, men and women, Negroes and Whites, Latin and Anglo-Americans, businessmen and politicians, uneducated and educated, youth and adults, and doves and hawks.

Newspapers, television and radio, magazines, books, pamphlets, and films have the responsibility and the advantage of showing both the facts and the rationalizations, the claims and the counterclaims, and the pros and the cons drawn from propaganda efforts.

The final forces for change in human life-styles and attitudes is more the choice of the individual than the driving enthusiasm of the propagandist even though he may have a determining influence.

W. G. Sumner, the essayist, gives the receiver or reactor of propaganda, (you and me) hope, when he ways, "Motives and purposes are in the brain and heart of man. Consequences (of action) are dependent on the nature of these forces--the brain and heart of man--at work."

Those adults who return to school bring them a desire to learn not only content (facts) but process (a way of looking at facts). It is this functioning skill--the process of determing motives and underlying purposes which we, as teachers of adult education, must give to our adult students.

A study of propaganda techniques can enable the adult student to do his own critical thinking.

--MRS. NANCY J. HAGEN

PROPAGANDA TECHNIQUES

And what are these techniques used in propaganda? You're probably familiar with many of them--whether or not you know them by the "brand" names given them in textbooks on journalism or public relations. Here are six of the more common examples. How many do you recognize?

Bandwagon - a method to make you follow the crowd because "everybody's doing it." And if you're not "doing it" (whatever "it" is!), you're not with the "in" group.

Card Stacking - a method of manipulating and/or distorting facts to create a favorable or unfavorable reaction to something. The propagandist using this technique gives you the truth--but only in a way that it will work to his advantage. Half truths, for instance, are not uncommon in this technique.

Glittering Generality - a method of trying to keep you from looking at the real facts. Propagandists using this technique rely on such "glad" words as amazing, beautiful, charming, delicious, exciting, famous . . . . These glittering words, however, don't necessarily hide facts of gold.

Name-Calling - a method to make you believe the worse about something or somebody by waging a constant campaign accenting only those things that create a bad image. Again, the propagandist is trying to keep you from looking at the real facts.

Plain Folks - a method to hoodwink you into believing the user is as honest as the day is long--just like you and me . . . . is not stuck up or anything--just like you and me. The propagandist using this technique tries to get you to think in average terms about whatever he is promoting via this "plain folks" label.

Testimonial - a method that relies on famous people to sell whatever the propagandist is promoting. Movie stars, sports figures, and famous animals use this particular product so it must be the best.

THE MOST COMMON PROPAGANDA STRATEGY

Content approach: A (Appeal)
B (Bond)
C (Commodity)

a. Appeal:
The come-on--a message that strikes the interests of the public.

b. Bond:
The tie-in--a bridge between appeal and commodity. (Conflict is often the bond - "We" are fighting "them.")

c. Commodity:
The item, idea, service, personality, project, ideology, cause, institution, or country, which the propagandist is pushing. (Be certain the commodity is clear to you before you allow yourself to be convinced.)

--MRS. NANCY J. HAGEN

Editor's Note: It is realized that the space allotted in this guide to the subject of Propaganda is insufficient to cover such a broad subject. In many colleges and universities, the study of Propaganda and its techniques are allotted many weeks of study--and in some instances, whole semesters. However, the unit on Propaganda in this guide, while inadequate, is included to introduce teacher and student to its existence in the marketplace of their lives--particularly in the area of consumer education. It is felt that the unit on Propaganda would be strengthened if teacher and student found their materials in the newspaper. This search through the newspaper would provide the student with some training in research and, at the same time, a better appreciation of what research is all about. Not to mention the fact that the search would probably strengthen the student's understanding of Propaganda because he had to exert a little more effort to find his example.

LEVEL III (Grades 7-8)

I. GENERAL OBJECTIVE

To show propaganda in advertising.

II. SPECIFIC OBJECTIVE

To present the (A) Appeal, (B) Bond, (C) Commodity approach.

III. PROCEDURE

A. Define the ABC approach and show how this approach is able to sell a given product or a particular service.

B. Use the Cessna "Fastback, Hardtop... 150 MPH" advertisement as an example.

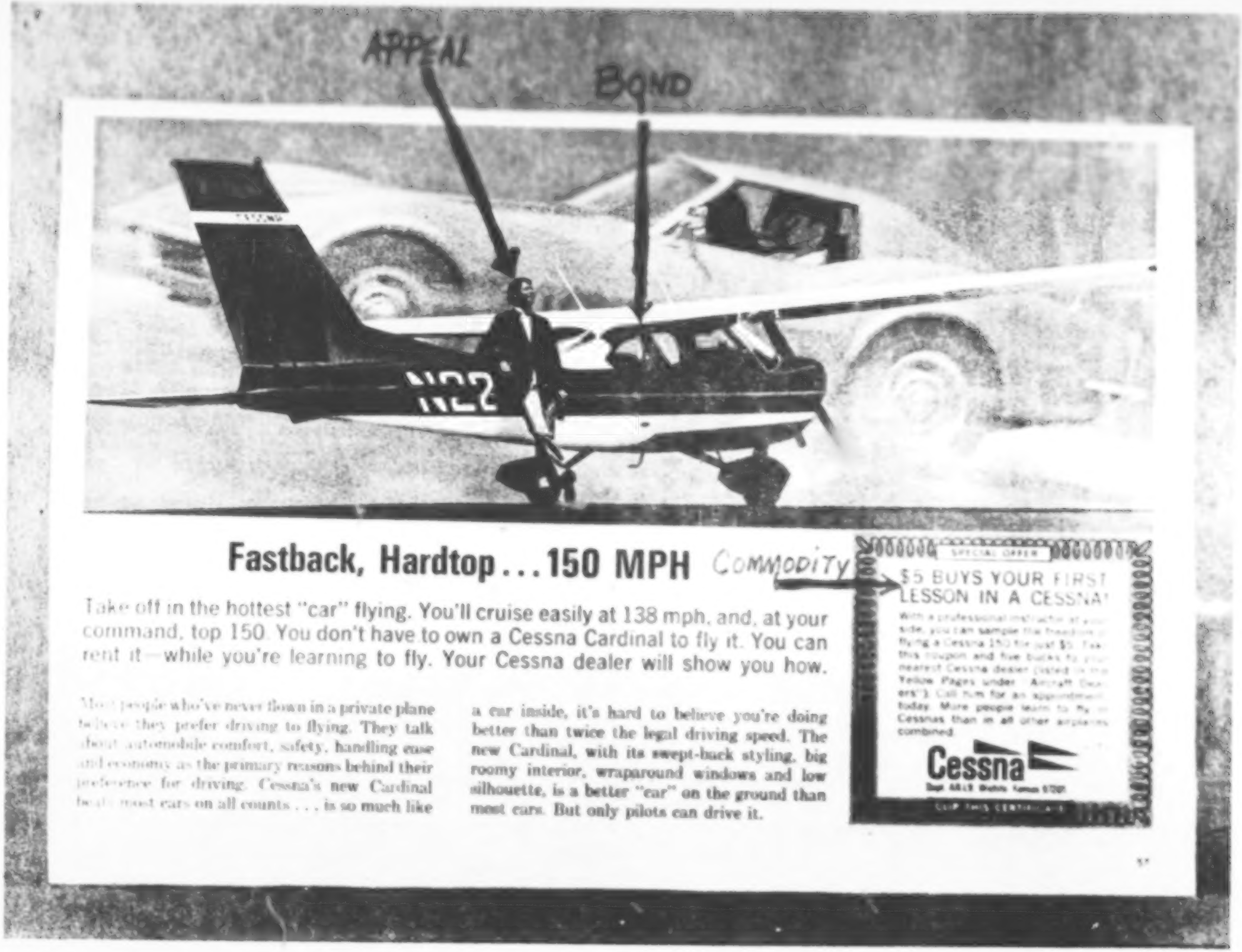
1. Appeal (A) is to the Jet Set of young people or those who think young and fast.

2. Bond (B) is to show that flying is as easy as driving and is safer.

3. Commodity (C) is learning to fly.

(Continued on next page)

Editor's Note: This Lesson Plan prepared by Group IV: Willie L. Bennett of Brenham, chairman; and G. O. Lala of Victoria; Mrs. Patsy Rambo of Huntsville; and Mrs. Marilyn J. H. Randolph and Mrs. Johnnie M. Webb, both of Brenham.


APPEAL
BOND
COMMODITY
N22

Fastback, Hardtop . . . 150 MPH

Take off in the hottest "car" flying. You'll cruise easily at 138 mph, and, at your command, top 150. You don't have to own a Cessna Cardinal to fly it. You can rent it—while you're learning to fly. Your Cessna dealer will show you how.

Most people who've never flown in a private plane believe they prefer driving to flying. They talk about automobile comfort, safety, handling ease and economy as the primary reasons behind their preference for driving. Cessna's new Cardinal beats most cars on all counts . . . is so much like a car inside, it's hard to believe you're doing better than twice the legal driving speed. The new Cardinal, with its swept-back styling, big roomy interior, wraparound windows and low silhouette, is a better "car" on the ground than most cars. But only pilots can drive it.

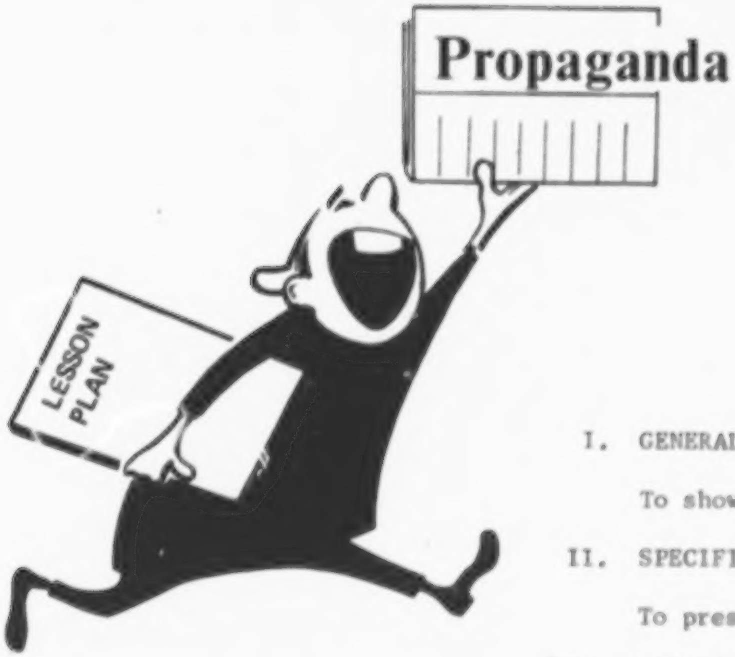
SPECIAL OFFER

$5 BUYS YOUR FIRST LESSON IN A CESSNA!

With a professional instructor at your side, you can sample the freedom of flying a Cessna 150 for just $5. Take this coupon and five bucks to your nearest Cessna dealer (listed in the Yellow Pages under "Aircraft Dealers"). Call him for an appointment today. More people learn to fly in Cessnas than in all other airplanes combined.

Cessna

CLIP THIS CERTIFICATE



LEVEL III (Grades 7-8)

I. GENERAL OBJECTIVES

To show propaganda in advertising

II. SPECIFIC OBJECTIVES

To present the ABC approach

III. PROCEDURE

A. Define A, B, and C

B. Pick out and discuss the Appeal (A)

C. Pick out and discuss the Bond (B)

D. Pick out and discuss the Commodity (C)

E. Show the relationship between the Appeal, the Bond, and the Commodity

The Bond: Walter Cronkite and Daffy Duck are both famous, talkative characters and are generally well-liked.

(Continued on next page)

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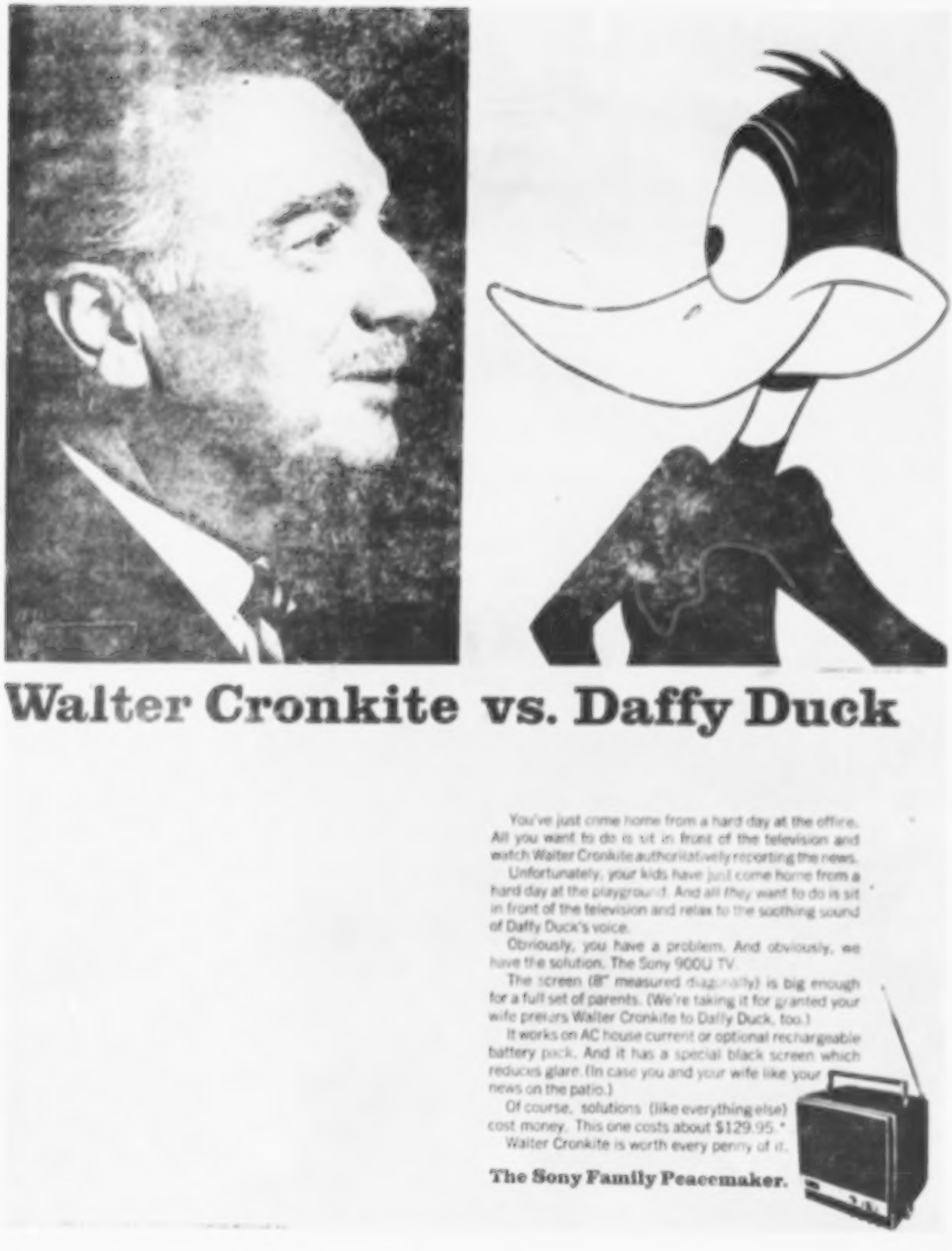


Walter Cronkite vs. Daffy Duck

You've just come home from a hard day at the office. All you want to do is sit in front of the television and watch Walter Cronkite authoritatively reporting the news.

Unfortunately, your kids have just come home from a hard day at the playground. And all they want to do is sit in front of the television and relax to the soothing sound of Daffy Duck's voice.

Obviously, you have a problem. And obviously, we have the solution. The Sony 900U TV.

The screen (8" measured diagonally) is big enough for a full set of parents. (We're taking it for granted your wife prefers Walter Cronkite to Daffy Duck, too.)

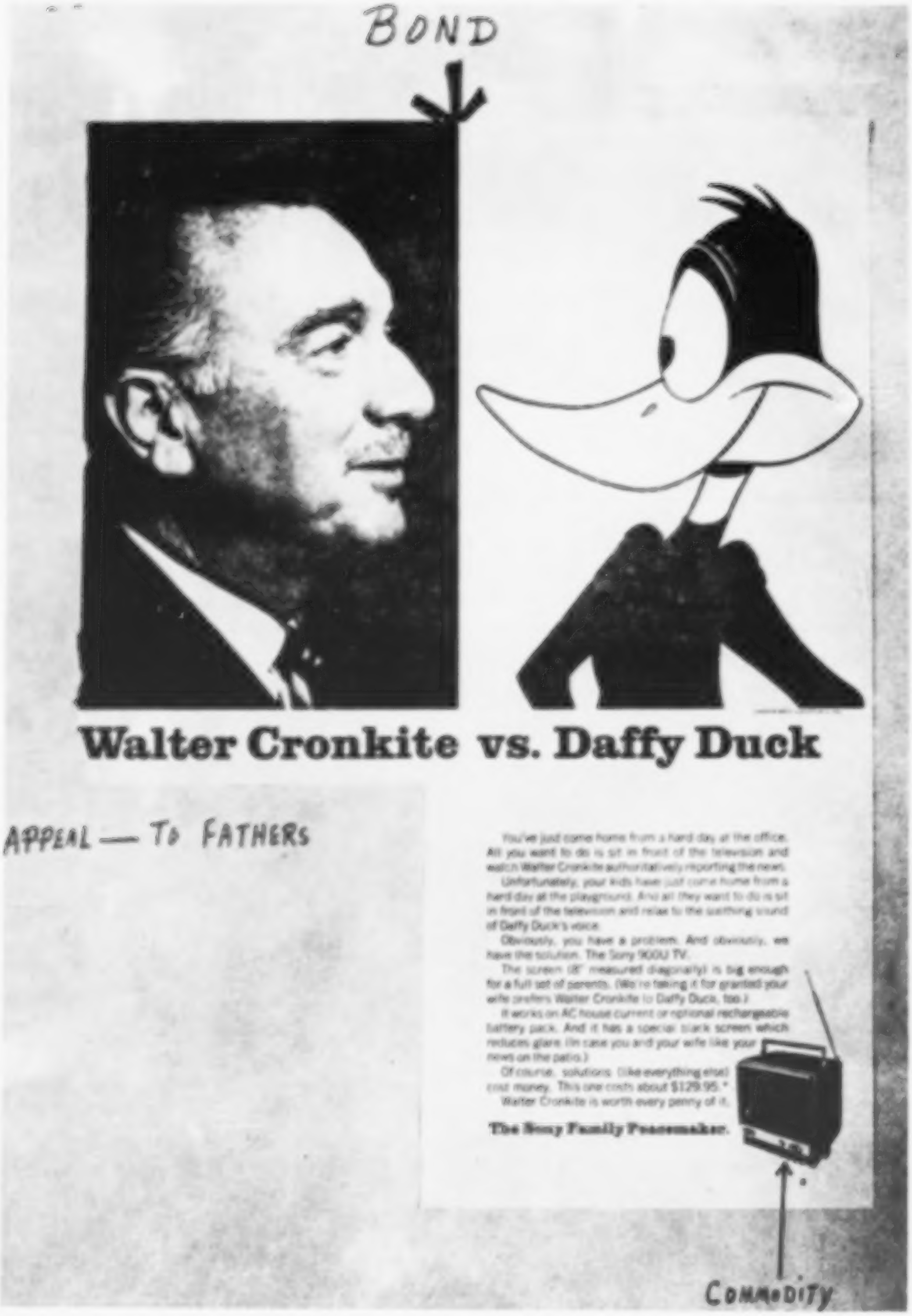
It works on AC house current or optional rechargeable battery pack. And it has a special black screen which reduces glare. (In case you and your wife like your news on the patio.)

Of course, solutions (like everything else) cost money. This one costs about $129.95.*

Walter Cronkite is worth every penny of it.

The Sony Family Peacemaker.

Editor's Note: This is a photograph of the advertisement as it appeared originally.



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Walter Cronkite is worth every penny of it.

The Sony Family Peacemaker.

Editor's Note: This is a photograph of how the contents of the advertisement were rearranged to illustrate the Lesson Plan.

The Continuing
Story

A Continuing Story
Drugs
Sweeping raids smash drug ring
Ban on perilous 'pot' a must
Drug use once encouraged
Drugs in athletics not prominent, says O... physician

CONTINUED INTEREST--Mrs. Birta Mae Carter of Laneville shows off the continuing story display on drugs that she and members of Group I completed at the Huntsville workshop. In addition to Mrs. Carter, the group included Mrs. Lanelle Phillips of Bonham, chairman, Mrs. Jimmie Conner of Livingston, and Mrs. LaRue Hopson of Huntsville.

How to Maintain Continuing Interest in the Newspaper

If the student in adult education is really going to develop the habit of reading the newspaper, the teacher must find ways of nurturing that habit.

A good assignment to foster his continued interest in the newspaper is The Continuing Story. As the title implies, it simply means choosing a subject for a given period of time and following it daily in the newspaper.

Of course, the student should pick the topic that interests him--whether it is a local story such as what the city council is doing about pollution, or a story at the state and national--or even international--levels.

What will the student get out of such an assignment? A number of things--in addition to becoming a habitual newspaper reader.

First, there are the obvious benefits of strengthening his reading abilities. In addition, the student, by his daily observations, can see the new developments in "his" story. He begins to note how the additional details in the succeeding stories lend support to the central idea.

Also, the student becomes more aware of the world in which he lives. Not just in his own hometown . . . . but in the cities and towns in another state. And through this reading habit, the geographical boundaries of his newly acquired knowledge transports him beyond those of his own county. This knowledge serves as an informational magic carpet--taking him to another continent . . . . or even another planet.

Being better informed helps the student develop his own personality. He opens up more, begins to question statements heard in conversation, and--with more self-assurance--defends his own opinions.

In short, he becomes a more active part of society--and isn't that what adult and continuing education is really all about?

THE CONTINUING STORY OF POLLUTION

Pollution was chosen as its Continuing Story by members of Group II: Miss Becky McDonnell of Denton, chairman; and Mrs. Roberta L. Johnson of Cushing; Mrs. Eva M. Morrow and Mrs. Mabel V. Moses, both of Brenham; and Mrs. Marilyn Vaughn of Wichita Falls.

Group II's layout on the stories about pollution it found in The Houston Post during the week of the workshop is on the next page. As an example of just how much knowledge about a particular subject a student of adult and continuing education can learn about a subject by following it, the stories clipped by Group II are reprinted on Pages 158-164 more legibly.

Just the headlines (printed below) emphasize the scope of the knowledge gained and the value received by the student. But take a few minutes and read the stories and see if they don't convince you that the newspaper deserves serious consideration in the classrooms of adult education.

Date of Story	Headline on Story	Section/Page
Sunday, June 21, 1971	City tries to prove who did what to air	Section 1, Page 9
Monday, June 22, 1971	Nixon plans two ecology units: Life	*Section 1, Page 1
Tuesday, June 23, 1971	Eckhardt optimistic Congress will pass tougher air bill	Section 1, Page 3
Wednesday, June 24, 1971	What people are saying...About pollution	Section 2, Page 11
Thursday, June 25, 1971	Firm pollution law forecast	*Section 1, Page 1
Friday, June 26, 1971	Board lists powers Polluters get stern warning	Section 1, Page 13

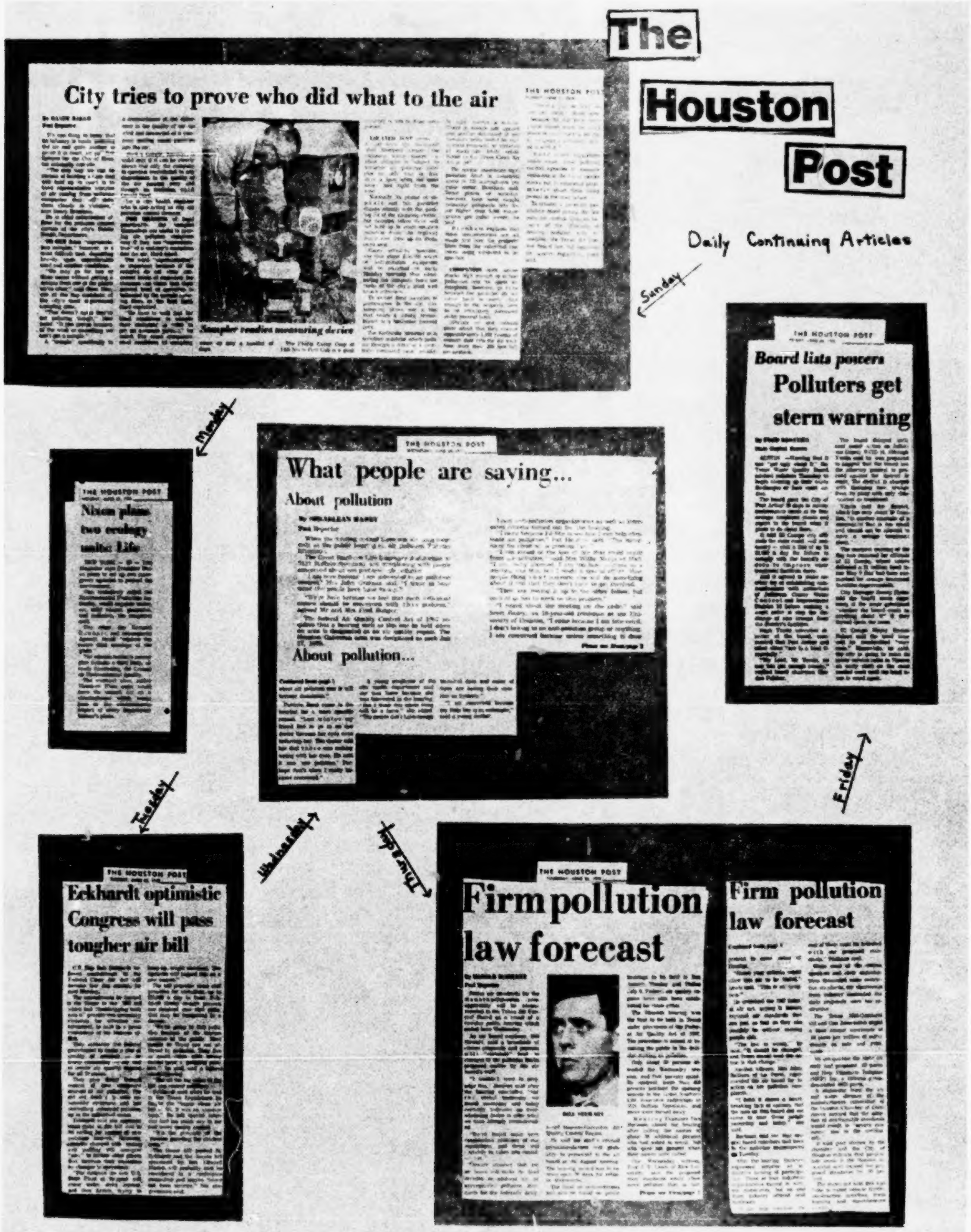
* Front Page

The teacher should take the time to discuss the assignment with the student. There are a number of things she could use in this pollution series as a point of departure for discussion.

She could applaud the student for his selection of subject matter and point out to him that he and the newspaper apparently are in agreement about the importance of pollution because two of the six stories (June 22 and June 25, 1971) were carried on the front page.

She could point out that, like the student, other people (see story of June 24, 1971) are keenly interested in pollution too. For instance, the lead paragraph in the story reports "standing room only" at the public hearing on air pollution.

She could commend the student for his "research" into this vital problem and evaluate the exercise's effect upon him by asking him what he learned after following his chosen subject daily in his newspaper.



The Houston Post

Daily Continuing Articles

Sunday

THE HOUSTON POST

City tries to prove who did what to the air

Sampler readies measuring device

Monday

THE HOUSTON POST

Nixon plans two ecology units: Life

Tuesday

THE HOUSTON POST

Eckhardt optimistic Congress will pass tougher air bill

Wednesday

THE HOUSTON POST

What people are saying...

About pollution

About pollution...

Thursday

THE HOUSTON POST

Firm pollution law forecast

Firm pollution law forecast

Friday

THE HOUSTON POST

Board lists powers

Polluters get stern warning

THE HOUSTON POST
SUNDAY, JUNE 21, 1970

City tries to prove who did what to the air

By RANDY BAKER
Post Reporter

It's one thing to know that an industry is busily polluting the air and quite another to prove it in court, air pollution fighters for the City of Houston unhappily concede.

"The only way we can be certain of building a case that will hold up in court is to have representative samples of air coming from polluting companies that will show them clearly in violation," says Henry Branham.

He is chief enforcement officer for the pollution control section of the city's Public Health Department.

TO GET those "representative samples," however, is a most difficult task, depending heavily upon unpredictable wind and weather conditions.

"We may go for two or three weeks without getting a sample from one of the plants we're after," said Gene New, one of the two members of the city's most experienced sampling crew.

"That doesn't mean they're not polluting though," New noted. "It just means because of the wind or something we can't get a sample."

A "sample" specifically is

Sampler readies measuring device

a measurement of the difference in the quality of air upwind and downwind of a company putting waste particles into the air.

Such a sample, however, is valid only if it can be clearly shown that only the company in question contributed to any degradation in the quality of the air passing over and through its facilities, said Gerald Hord.

He is city health engineer who is also acting as city air pollution control director.

FOR REASONS of legal practicality, the samples themselves are useful in proving air pollution violations only if they are "representative" of a violator's emissions into the air, Hord noted.

The word "representative" is important because if the samples do not show consistent levels of emissions the violators can claim that their normal level of operation is indicated by the sample showing them in the best light, Hord explained.

"We have to wait just for ideal conditions to sample their emissions in order to get an accurate picture," he noted. For some companies ideal conditions of sampling come on only a handful of days.

The Phillip Carey Corp of 1400 North Post Oak is a good example of one of those companies.

LOCATED JUST across U. S. 290 from the Northwest Mall Shopping Center, the company which makes asphalt shingles is subject to accurate air pollution samples on only four or five days a year when the wind blows just right from the west.

Normally its plume of asphalt and talc particles dumps silently onto the parking lot of the shopping center, but samples taken there will not hold up in court because pollution from the highway would also show up on them, Hord said.

Carey officials, however, say that about $150,000 worth of anti-pollution equipment will be switched on early Monday morning thus eliminating the company from the ranks of the city's most well known offenders.

To gather their samples of particulates in the air, city sampling crews use a box that bears a strong resemblance to a birdhouse painted grey.

The birdhouse however is a sensitive machine which pulls air through a filter at a carefully measured rate, usually 34 cubic meters a minute. There is always one upwind and another downwind of any company being tested for particulate emissions in violation of maximum limits established by the Texas Clean Air Act of 1967.

The normal maximum legal pollution limit in industrial areas is 125 micrograms per cubic meter, Branham said. Some plants on occasion, however, have been caught releasing pollutants into the air higher than 5,000 micrograms per cubic meter, he said.

Branham explains that these measurements are all made just over the property lines from the industrial concerns being subjected to inspection.

COMPANIES with smoke stacks high enough to diffuse pollutants into the upper atmosphere, however, go free because the particles do not come back to earth close enough to the property lines to be effectively measured under present laws.

Officials of one cement plant admit that they release approximately 1,100 pounds of cement dust into the air each hour from their 300 foot tall smokestack.

"There's just no way we can get them," Hord says "because by the time their plume comes down we can't prove in court there is no other company's pollutants mixed in with it."

Hord favors regulations which would allow pollution control agencies to measure emissions at the top of smoke stacks but is somewhat pessimistic about them being passed in the near future.

To counter a generally pessimistic mood among the few pollution control agencies because of the difficulty of proving pollution with air samples, the Texas Air Control Board last fall approved an opacity regulation, Hord said.

THE HOUSTON POST **Section 1, Page 1**
MONDAY, JUNE 22, 1970

Nixon plans two ecology units: Life

NEW YORK — (AP) — Life Magazine says President Nixon plans to set up two emergency agencies to protect the environment.

One, tentatively called the Environmental Protection Authority, would regulate water, air, solid wastes, pesticides, and radiation, the magazine said.

The other, the National Oceanic and Atmospheric Agency, would "explore the entire fluid envelope of the globe."

The administration's master plan includes a third body, already functioning; the Council on Environmental Quality.

The eventual plan, author Theodore White says, would have the council act as a clearinghouse which would pass on the environmental impact of every department bureau's plans.

THE HOUSTON POST **Section 1, Page 2**
TUESDAY, JUNE 23, 1970

Eckhardt optimistic Congress will pass tougher air bill

U.S. Rep Bob Eckhardt believes amendments to the Federal Clean Air Act will become law this session, he said Monday.

The amendments he backed in the House to the 1967 act which had "footdragging built into it" provide two necessary elements for effective enforcement, he said in a press conference at his Houston office.

They authorize the federal government to make a test of quality of ambient — or freely circulating — air and to create air quality regions for all 50 states.

They give direct federal control of new stationary sources of air pollution. The old act dealt only with automobile emissions and left controlling industrial pollution up to the individual states.

Eckhardt said one apparent weak point in the bill was in its calling for control of new pollution sources. However, agencies charged with testing and policing will interpret "new" to include older plants that increase their emissions by changes in operations.

"For instance the new U.S. Steel Plant at Bayport will come under strict control, and then Armco, trying to keep up, might overload. The agencies will regard this as a new source."

The bill provides some stiff penalties for violations, up to $10,000 a day in fines. Eckhardt thinks enough persons are involved now that pollution may be conquered in a decade.

"We're going to lick pollution because of the intense concern of the public. Most people in Texas are not affected by pollution. They live in small cities with strong nation have a pollution problem," he said, and a federal winds blowing.

"But all the big cities in the bill can control pollution.

Eckhardt said when he was in the Texas Legislature he fought the "bogus clean air bill of '65. It was an absolute fake." He felt special interests had too much say in air and water quality control.

"It's the principle of the 'possum guarding the chicken coop."

The House bill pushed by Eckhardt and the Senate bill sponsored by Sen Edward Muskie will probably both be considered in a conference committee and maybe "come out even stricter," the congressman said.

THE HOUSTON POST Section 2, Page 11
WEDNESDAY, JUNE 24, 1970

What people are saying...

About pollution

By SHEARLEAN HAMBY
Post Reporter

When the meeting opened there was standing room only at the public hearing on air pollution Tuesday afternoon.

The Great Southern Life Insurance Auditorium at 3121 Buffalo Speedway was overflowing with people concerned about one problem: Air pollution.

"I am here because I am interested in air pollution control," Mrs John Graham said. "I want to hear what the people here have to say."

"We're here because we feel that each individual citizen should be concerned with this problem," agreed Mr and Mrs Fred Bunger.

The federal Air Quality Control Act of 1967 requires that a hearing such as this one be held when an area is designated as an air quality region. The Houston/Galveston area was designated as such Jan 17, 1970.

Local anti-pollution organizations as well as interested citizens turned out for the hearing.

"I came because I'd like to see how I can help eliminate air pollution," Pat Hendley said. "The movement for clean air is growing fast."

"I am afraid of the loss of life that could result from air pollution," said Mrs Willie Margaret Hall. "I am really alarmed. I am too lazy to come to a meeting like this, but I made a special effort. Most people think that someone else will do something about it and that they don't have to get involved.

"They are leaving it up to the other fellow, but each of us has to work on this problem."

"I heard about the meeting on the radio," said Scott Bailey, an 18-year-old freshman at the University of Houston. "I came because I am interested. I don't belong to an anti-pollution group or anything. I am concerned because unless something is done

Please see About/page 3

About pollution

Continued from page 1

about air pollution now it will become disastrous."

Patricia Reed came to the hearing for a more specific reason. "Last winter my friend had to go to an eye doctor because her eyes were bothering her. The doctor told her that there was nothing wrong with her eyes. He said it was 'eye pollution.' Perhaps that's when I really became concerned."

A young employee of the city health department said she was there because she was interested in the hearing. "But I think this whole thing will be a farce," she added. "The people don't have enough technical data and many of them are basing their opinions on hysteria."

"I am concerned because my little boy is an asthmatic," said a young mother.

THE HOUSTON POST Page 1, Section 1
THURSDAY, JUNE 25, 1970

Firm pollution law forecast

By HAROLD SCARLETT
Post Reporter

Stiffer air standards for the Houston-Galveston area apparently will be recommended to the Texas Air Control Board as a result of a two-day public hearing which ended here Wednesday.

An air board engineer, Bill Stewart, said a broadside of citizen proposals and protests will "certainly" lead to changes in the pollution limits proposed earlier by the air board's staff.

"I wouldn't want to prejudge this," Stewart said after the hearing concluded, "but the verbal testimony we heard yesterday and today certainly indicates an overwhelming desire to alter what we have already recommended.

"We've heard some very constructive criticism of our regulations, and these will certainly be taken into consideration."

BILL STEWART

Stewart stressed that the air board will make the final decision on ambient air, or atmospheric, pollution standards for the federally designated Houston-Galveston Air Quality Control Region.

He said the staff's revised recommendations will probably be presented to the air board at its August meeting. The hearing record has to remain open 30 days for rebuttal statements.

The final recommendations will also be based on public hearings to be held in San Antonio Monday and Dallas July 8. Federal air quality regions have also been established for those cities.

The Houston hearing was the first to be held in Texas under provisions of the Federal Air Quality Act of 1967. The procedure is aimed at involving the public in the decision-making on pollution.

Only about 30 persons attended the Wednesday session, and five persons spoke. By contrast, more than 400 persons jammed the opening session in the Great Southern Life Insurance auditorium at 3121 Buffalo Speedway, and more were turned away.

Hearing Examiner Dan Burleson closed the hearing after calling the names of about 30 additional persons who had asked to speak, but who were not present when their names were called.

One Wednesday witness, Prof J. V. Leeds of Rice University, said the proposed state standards would allow more pollution than is now

Please see Firm/page 2

Firm pollution law forecast

Continued from page 1

present in some areas of Houston.

"Hence your criteria would allow this air to be fouled," Leeds said. "This is not progress."

He criticized the 1967 federal air act, saying it fosters regional air standards that are just as foul as they can possibly be without making people sick.

"The law is wrong," he said. "It should be changed, and Texas should lead the nation in that change."

Another witness, Mrs Adair Sullivan of La Porte, reprimanded the air board for inaction on her pollution complaints.

"I think it shows a heartbreaking lack of concern that the men on this board did not come to hear these people yesterday and today," she said.

Burleson told her that several board members had been in the audience unannounced on Tuesday.

After the hearing, Burleson expressed surprise at industry's lacking of participation. Three or four industrial organizations turned in written statements, but no one from industry offered oral testimony.

"I can only conclude the rest of them must be satisfied with our proposed standards," Burleson said.

While most of the citizen speakers and civic organizations demanded more restrictive standards, the statements from industry contended the state proposals were too restrictive.

The Texas Mid-Continent Oil and Gas Association urged a base annual maximum of .04 parts per million of sulfur dioxide as safe and attainable.

By comparison the state air staff had proposed .02 parts, and Help Eliminate Pollution (HEP) Inc, a citizens group, demanded .0075 parts.

A statement from the air and water division of the manufacturers committee of the Houston Chamber of Commerce warned that the adoption of unattainable standards would result in "severe economic loss to the community."

It said past studies by the chamber and the City of Houston indicate that particulate levels in the Houston industrial area exceed the proposed standards by 50 per cent.

The statement said this was "due to motor vehicle traffic, construction activities, trash burning and miscellaneous causes."

Page 2, Section 1 THE HOUSTON POST
THURSDAY, JUNE 25, 1970

THE HOUSTON POST Section 1, Page 13
FRIDAY, JUNE 26, 1970

Board lists powers

Polluters get stern warning

By FRED BONAVITA
State Capital Bureau

AUSTIN —Warning that it can "get ugly about it," the Texas Water Quality Board advised polluters Thursday to begin cleaning up their waste discharges or face court action.

The board gave the City of Port Arthur 30 days to survey maintenance needs at its four sewage treatment plants and report to the board what it plans to do about them.

It told El Campo city officials the state could —if necessary — seek a fine of up to $1,000 a day for failure to comply with the board's orders to improve waste treatment facilities there.

And it agreed to make another try at establishing communications with authorities of Jefferson County Water Control and Improvement District 14 before seeking a court order to stop the discharge of raw sewage from the district's facilities.

Hugh Yantis executive director of the board, commented that Port Arthur and other cities "are in a bind financially."

"My Lord, Mr Yantis, no one has got enough money," replied board chairman Gordon Fulcher.

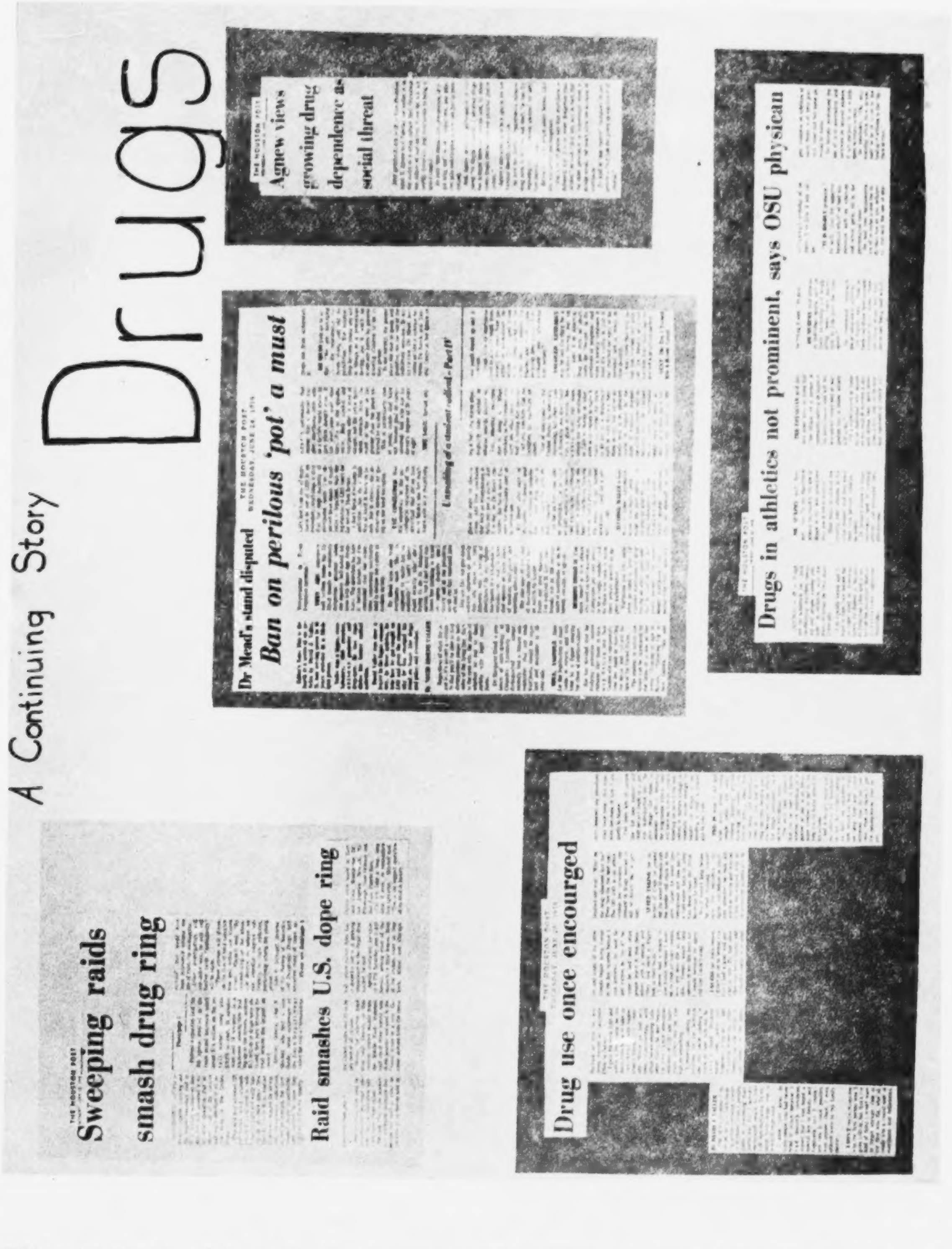
The board delayed until next month action on Jefferson County WCID 14, although Yantis said he was prepared to suggest that the board ask the attorney general to proceed against the district in court. The district is charged with dumping raw sewage from its plant with only chlorination as treatment.

Yantis said the district, which has only about 26 families, "is another example of a community that is too small and should not be allowed to have a sewage treatment plant."

The sharpest warning of the day was reserved for officials of El Campo, where voters defeated a $1 million bond issue May 9 that had been earmarked for sewage treatment facilities improvements.

City Manager Danny Hyden told the board some opponents of the issue questioned "whether the board could do anything about it" if they turned down the issue.

El Campo Mayor Harlan Nelson said the bond issue will be resubmitted "very soon." Meanwhile, he said, the city is going to raise its sewer service rates to finance an early start on the most needed work until the bond issue is voted again.



A Continuing Story

Drugs

THE HOUSTON POST

Sweeping raids smash drug ring

Raid smashes U.S. dope ring

Dr Mead's stand disputed

THE HOUSTON POST

Ban on perilous 'pot' a must

THE HOUSTON POST

Agnew views growing drug dependence as social threat

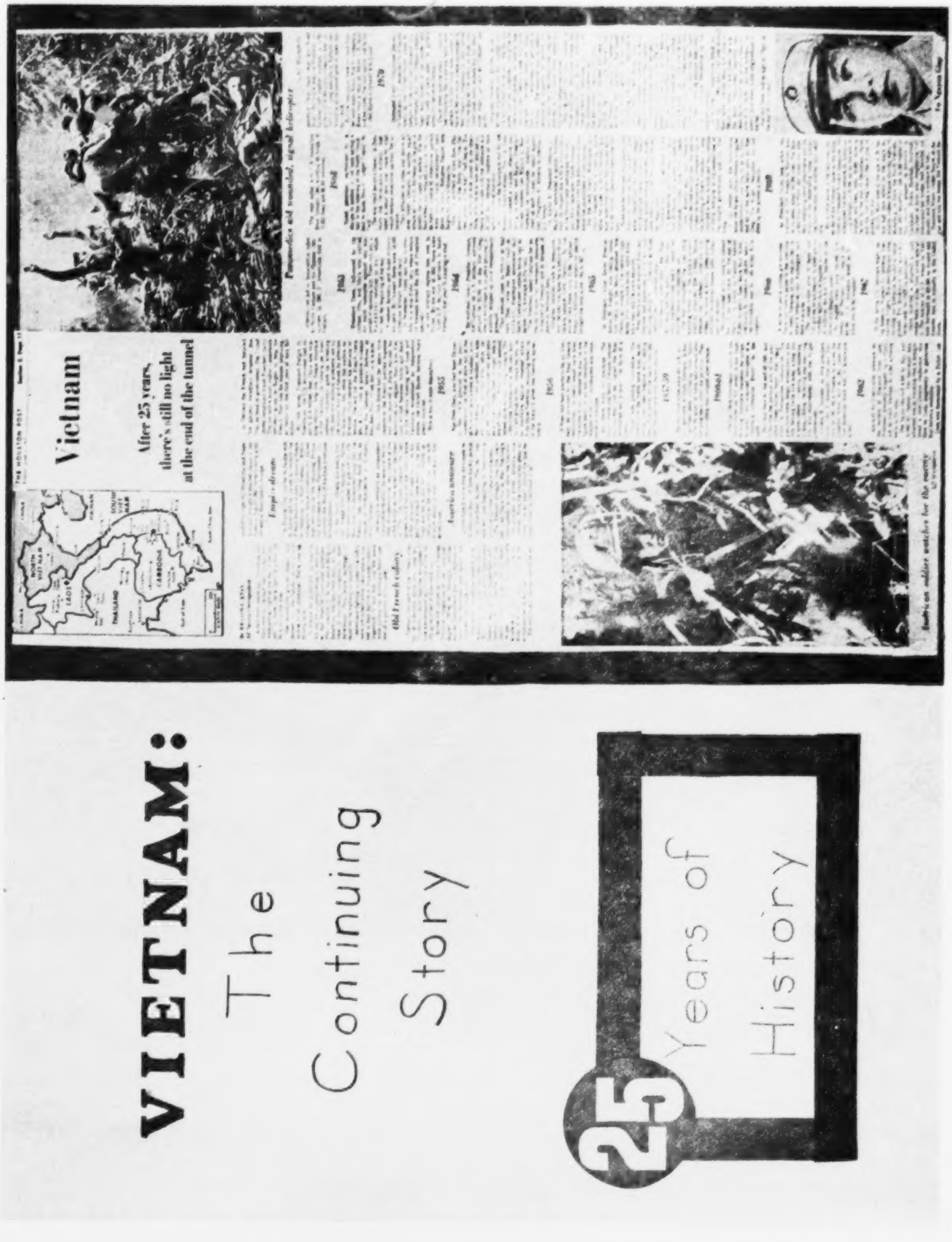
THE HOUSTON POST

Drug use once encourged

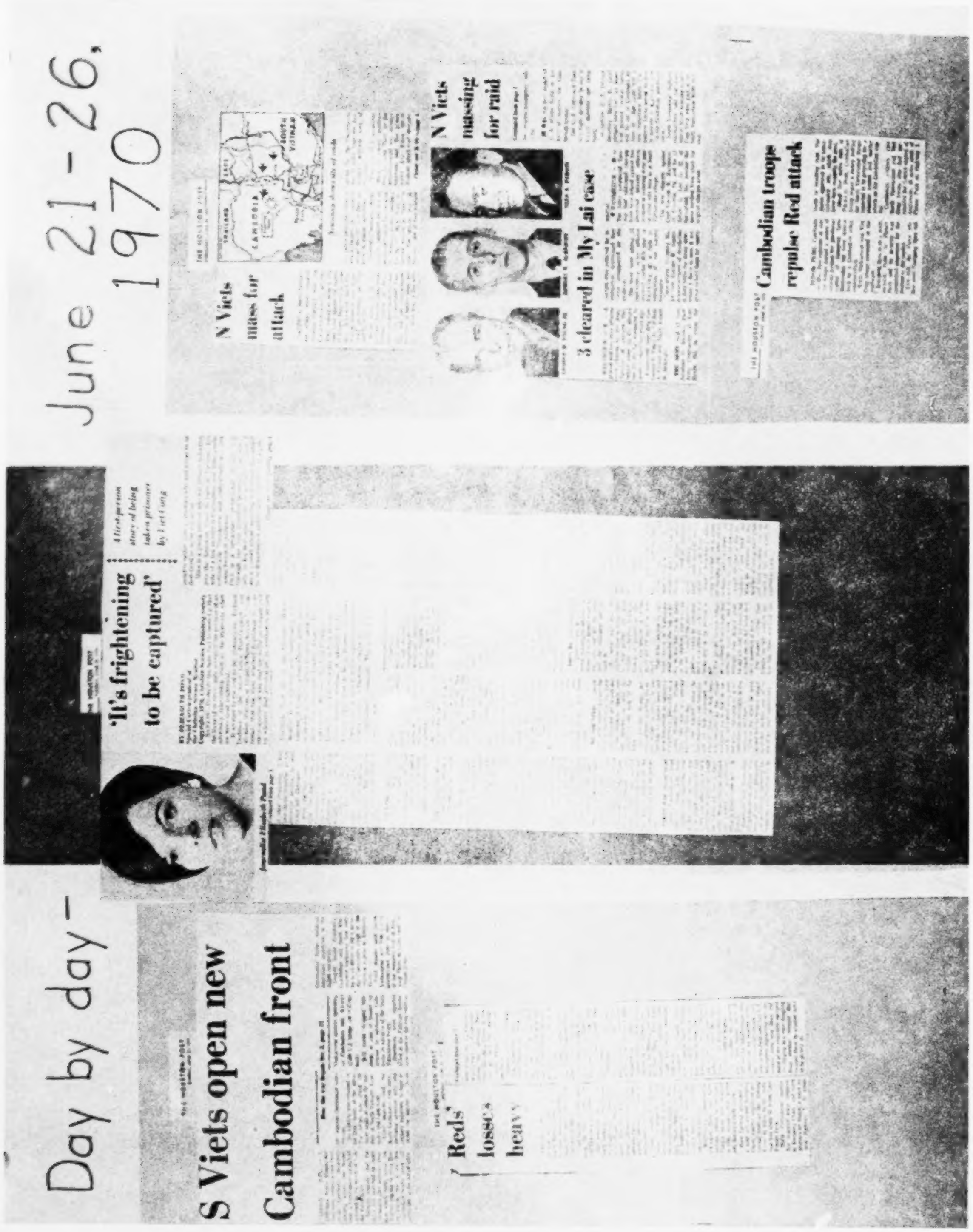
THE HOUSTON POST

Drugs in athletics not prominent, says OSU physican

Editor's Note: This Assignment prepared by Group I: Mrs. Lanelle Phillips of Bonham, chairman; and Mrs. Birta Mae Carter of Laneville, Mrs. Jimmie Conner of Livingston, and Mrs. LaRue Hopson of Huntsville.



Editor's Note: The photograph above is of the left-hand panel of this two-panel Assignment prepared by Group I. The right-hand panel is on the following page.



Day by day— June 21-26, 1970

THE HOUSTON POST

S Viets open new Cambodian front

THE HOUSTON POST

Reds' losses heavy

Journalist Elizabeth Pond

THE HOUSTON POST

'It's frightening to be captured'

A first-person story of being taken prisoner by Viet Cong

THE HOUSTON POST

N Viets mass for attack

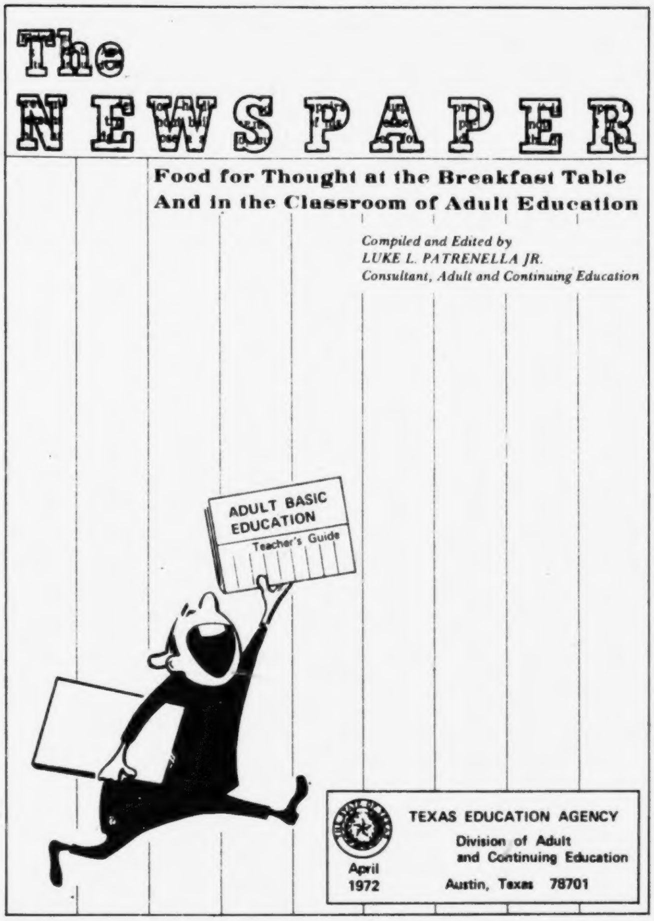
3 cleared in My Lai case

N Viets massing for raid

THE HOUSTON POST

Cambodian troops repulse Red attack

Editor's Note: This Assignment prepared by Group IV: Willie L. Bennett of Brenham, chairman; and G. O. Lala of Victoria; Mrs. Patsy Rambo of Huntsville; and Mrs. Marilyn J. H. Randolph and Mrs. Johnnie M. Webb, both of Brenham.



The NEWSPAPER

Food for Thought at the Breakfast Table
And in the Classroom of Adult Education

Compiled and Edited by
LUKE L. PATRENELLA JR.
Consultant, Adult and Continuing Education

April
1972

TEXAS EDUCATION AGENCY
Division of Adult
and Continuing Education
Austin, Texas 78701

SECTION THREE

And What About
YOUR
Newspaper in the Classroom Workshop?

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SECTION THREE

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Program for the
Workshop

PROGRAMED FOR WORK--You can't have a program without "performers," and here three of them register for the newspaper in the classroom workshop. Mrs. Patricia Norwood (top picture), one of three office assistants for the workshop, registers Willie L. Bennett of Brenham. In the middle picture, Mrs. Patsy Matula of Cameron signs in with Mrs. Kathy Runo. And while Mrs. Shirley King looks on, Miss Mary Helen Petersen of San Antonio completes her registration.

An EXTRA! Special Workshop Program

The Region VI Education Service Center in Huntsville prepared a general program for the series of four workshops held in the summer of 1970 at the Holiday Inn. A photograph of the front of this two-fold program is shown in the bottom left-hand corner of the layout on page 173.

In preparing for the workshop on using the newspaper to teach adults, the director of that workshop felt it was important to prepare a special program for this workshop because of the variety of activities involved. Also, the director felt that this program might serve as a creative example for any teacher--whether in adult basic education or not--in preparing a program for any workshop. The entire program is printed on Pages 174-191.

However, once the decision was made to have an additional program, the choice of its design had to be considered. For instance, how would the program tie in with the typographical design of other display items and handouts prepared for the newspaper workshop. The task became an easy one when it was decided to use the little EXTRA! newsboy as the unifying typographical device.

There are several other things about the program that should be pointed out as possible suggestions anyone may use in planning a program for a teacher's workshop.

First of all, this program is in three parts. The first two pages of the program are Part One. Page one of the program is its "title page." Page two lists a roster of personnel directly or indirectly involved in coordinating the newspaper workshop.

Part Two--beginning on the third page of the program--is the daily schedule of workshop activities beginning on Monday, June 22, and ending on Friday, June 26.

Part Three--the last page of the program--is the Equipment Log showing what audiovisual materials are needed at a particular time for any presentation at the workshop.

Parts of all these elements--Parts One, Two, and Three--are shown in the photograph on Page 173. More about this photographed display later.

Meanwhile, as you flipped through the pages of the program, you noticed the pages were on different colored stocks. To wit:

"Title Page"--------------Green
Roster of Personnel-------Yellow
Monday Activities---------Blue
Tuesday Activities--------Pink
Wednesday Activities------Gray
Thursday Activities-------Salmon
Friday Activities---------Brown
Equipment Log-------------Gold

It is suggested that a teacher preparing a workshop program might incorporate this color coordination idea into the design of the program. First of all, it does bring a bright spot into the workshop program. But more important, the teacher can use the idea to create a colorful daily calendar of workshop activities.

Look at the photographed display again. You will note the hand in the upper right-hand corner is turning back a page of the "calendar" to reveal the program activities for Tuesday, June 23. Just a quick glance at the calendar gives you and the workshop participants a resume of what's on the day's agenda.

This display was created by taking a piece of poster board (22x28 inches) and pasting the different items on it. To set off each of the featured pages and the program in the lower left-hand corner, each item was first glued to a piece of construction paper before being glued to the poster board.

To create the center item--the daily calendar--the second page of the daily activities for any day was cut to fit below the first page of the activities. Each activities page was carefully glued to the poster board so that the calendar could be turned easily.

There is yet another part of this special program for the newspaper in the classroom workshop. It is the director's personal log for just how he plans to carry out each daily activity displayed on the poster board display.

For example, take the 3 p.m. item for Monday, June 22. On the display board, it reads merely "How's Your News Sense?" But in the director's personal log, he has a checklist of activities such as

☐ A firsthand approach to identification of those skills required for reading the newspaper.

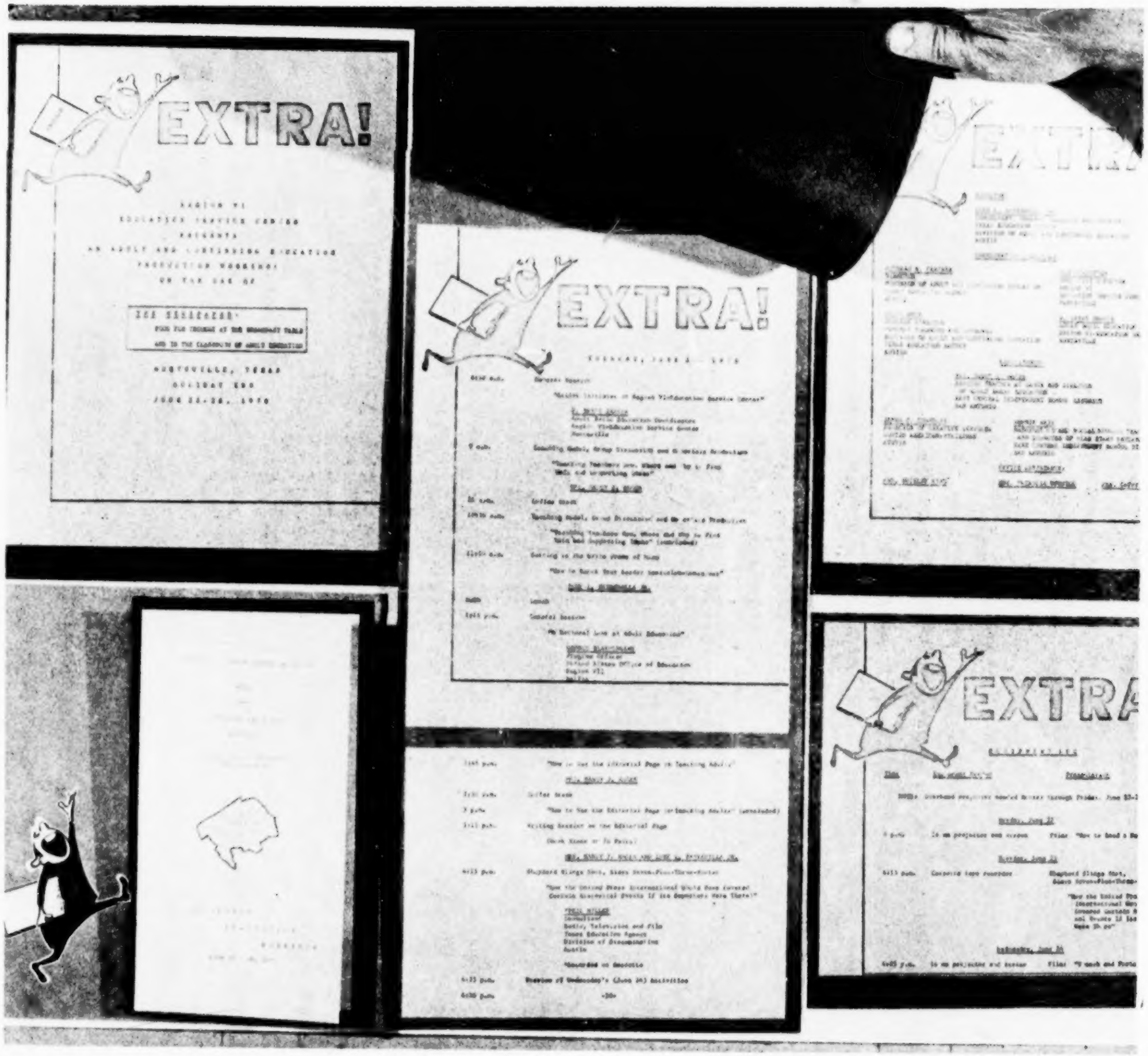
☐ A "hard think" session

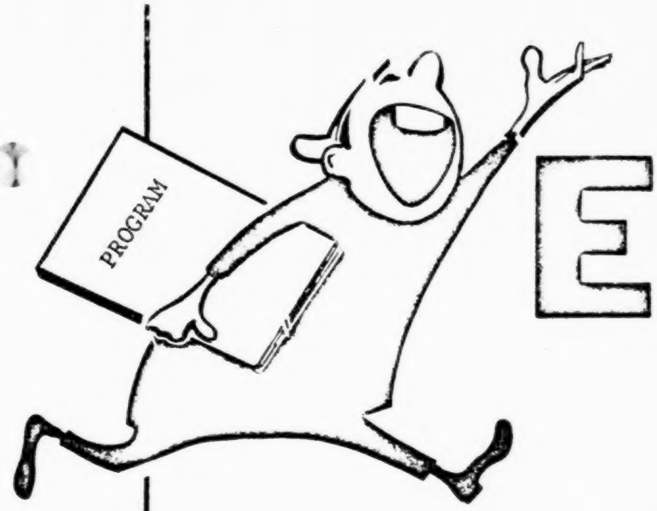
etc.

It goes without saying that the workshop participants do not need to see this daily personal log. But can't you, the director of the workshop, imagine what a valuable blueprint it is to have on hand.

Finally, in case you did not notice, the daily personal log is color-coordinated to match the scheduled daily program activities. In other words, it is a "blue" Monday for the opening day (June 22) of this particular program.

But with this wealth of program planning, the blue is probably a misnomer!


EXTRA!
EXTRA!
EXTRA!
EXTRA!



EXTRA!

REGION VI
EDUCATION SERVICE CENTER
PRESENTS
AN ADULT AND CONTINUING EDUCATION
PRODUCTION WORKSHOP
ON THE USE OF

THE NEWSPAPER:

FOOD FOR THOUGHT AT THE BREAKFAST TABLE
AND IN THE CLASSROOM OF ADULT EDUCATION

HUNTSVILLE, TEXAS
HOLIDAY INN
JUNE 22-26, 1970

Front Cover (Page 1) of Program

EXTRA!

DIRECTOR:

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CONSULTANT, PROGRAM PLANNING AND APPROVAL
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OF ADULT BASIC EDUCATION
EAST CENTRAL INDEPENDENT SCHOOL DISTRICT
SAN ANTONIO

JAMES C. CHANDLER
DIRECTOR OF CREATIVE SERVICES
AUSTIN AMERICAN-STATESMAN
AUSTIN

RONNIE AKIN
MATHEMATICS AND SOCIAL STUDIES TEACHER AT LARGE
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EAST CENTRAL INDEPENDENT SCHOOL DISTRICT
SAN ANTONIO

OFFICE ASSISTANTS:

MRS. SHIRLEY KING

MRS. PATRICIA NORWOOD

MRS. CATHY RUNO

Page 2 of Program

EXTRA!

MONDAY, JUNE 22, 1970

8:30 a.m. Final Registration

9 a.m. General Session

Welcome

DR. CHARLES WAGAMON
Assistant Director, Instructional Services
Region VI-Education Service Center
Huntsville

Introduction of Staff and Workshop Format

JAMES C. WOODMAN
Chief Consultant, Management Control
Texas Education Agency
Division of Adult and Continuing Education
Austin

10 a.m. Coffee Break

10:30 a.m. General Session

"A Future Look at Adult Education"

RICHARD R. GARTNER
Director, Division of Adult and Continuing Education
Texas Education Agency
Austin

11 a.m. General Session

"A Long Range Plan for Adult Education"

LUKE L. PATRENELLA JR. and ELWYN C. WILLIAMS
Consultants, Program Planning and Approval
Texas Education Agency
Division of Adult and Continuing Education
Austin

Page 3 of Program

Monday, June 22, 1970 (continued)

11:30	Group Assignments JAMES C. WOODMAN
NOON	LUNCH
1:15 p.m.	Group Meetings "The Living Textbook" Newspaper in the Classroom Program JAMES C. CHANDLER Director of Creative Services Austin American-Statesman Austin
2:15 p.m.	Coffee Break
2:45 p.m.	THE NEWSPAPER: Food for Thought at the Breakfast Table and in the Classroom of Adult Education LUKE L. PATRENELLA JR. ☐ Purpose of Workshop ☐ Outline of Week's Activities ☐ Kind of Guide and Its Contents
3 p.m.	"How's Your News Sense?" MRS. NANCY J. HAGEN Director of Adult Basic Education East Central Independent School District San Antonio
4 p.m.	FILM: "How to Read a Newspaper"
4:25 p.m.	Preview of Tuesday's (June 23) Activities
4:30 p.m.	-30-

EXTRA!

TUESDAY, JUNE 23, 1970

8:30 a.m. General Session

"Action Initiated in Region VI-Education Service Center"

W. BRYAN SHAVER
Adult Basic Education Coordinator
Region VI-Education Service Center
Huntsville

9 a.m. Teaching Model, Group Discussion and Materials Production

"Teaching Teachers How, Where and Why to Find Main and Supporting Ideas"

MRS. NANCY J. HAGEN

10 a.m. Coffee Break

10:30 a.m. Teaching Model, Group Discussion and Materials Production

"Teaching Teachers How, Where and Why to Find Main and Supporting Ideas" (concluded)

11:30 a.m. Getting in the Write Frame of Mind

"How to Knock Your Reader Semicolon-Conscious"

LUKE L. PATRENELLA JR.

NOON Lunch

1:15 p.m. General Session

"A National Look at Adult Education"

GEORGE BLASSINGAME
Program Officer
United States Office of Education
Region VII
Dallas

Tuesday, June 23, 1970 (continued)

1:45 p.m.	"How to Use the Editorial Page in Teaching Adults" MRS. NANCY J. HAGEN
2:30 p.m.	Coffee Break
3 p.m.	"How to Use the Editorial Page in Teaching Adults" (concluded)
3:15 p.m.	Writing Session on the Editorial Page (Work Alone or In Pairs) MRS. NANCY J. HAGEN AND LUKE L. PATRENELLA JR.
4:15 p.m.	Shepherd Slings Shot, Slays Seven-Plus-Three-Footer "How the United Press International Would Have Covered Certain Historical Events If Its Reporters Were There!" *PHIL MILLER Consultant Radio, Television and Film Texas Education Agency Division of Dissemination Austin *Recorded on Cassette
4:25 p.m.	Preview of Wednesday's (June 24) Activities
4:30 p.m.	-30-

Page 6 of Program

EXTRA!

WEDNESDAY, JUNE 24, 1970

8:30 a.m. General Session

EMMETT L. TINER
Program Director, Technical Assistance
Texas Education Agency
Division of Adult and Continuing Education
Austin

9 a.m. "Learning Mathematics Through the Newspaper"

Addition and Subtraction:
Level I: Grades 0-3
Level II: Grades 4-6
Level III: Grades 7-8
GED (General Educational Development) Test
or high school equivalency

RONNIE AKIN
Mathematics and Social Studies Teacher at Large
East Central Independent School District
San Antonio

10:15 a.m. Coffee Break

10:45 a.m. "Learning Mathematics Through the Newspaper" (continued)

Multiplication and Division:
Level I Level II Level III GED

NOON Lunch

1:15 p.m. "Learning Mathematics Through the Newspaper" (concluded)

Percents and Fractions and Graphs and Charts

2 p.m. Coffee Break

Wednesday, June 24, 1970 (continued)

2:30 p.m. "Propaganda: You're the Target"

MRS. NANCY J. HAGEN

4:25 p.m. FILM:

"Speech and Protest"

4:55 p.m. Preview of Thurday's (June 25) Activities

5 p.m. -30-

Page 8 of Program

EXTRA!

THURSDAY, JUNE 25, 1970

8:30 a.m. Let's See Where They Put the Paper to Bed

Tour of The Huntsville Item

BASSETT KELLER (Host)
Publisher

9:30 a.m. Coffee Break

10 a.m. Those Other Pages

"Using The Comics to Teach and Reach *ABE"

*Same initials as Adult Basic Education

11 a.m. "Artists, Arise!"

MRS. NANCY J. HAGEN and LUKE L. PATRENELLA JR.

NOON Lunch

1:15 p.m. Turning the Program Over to You

"Here's Your Opportunity to Develop Your Own Teaching Units"

MRS. NANCY J. HAGEN and LUKE L. PATRENELLA JR.

2:30 p.m. Coffee Break

3 p.m. "Here's Your Opportunity to Develop Your Own Teaching Units" (concluded)

4:25 p.m. Preview of Friday's (June 26) Activities

4:30 p.m. -30-

EXTRA!

FRIDAY, JUNE 26, 1970

8:30 a.m. Group Discussion and Materials Production

"Refine That Rough Draft!"

MRS. NANCY J. HAGEN and LUKE L. PATRENELLA JR.

10 a.m. Coffee Break

10:30 a.m. Group Leaders Report

LEADER______________ LEADER______________

LEADER______________ LEADER______________

11 a.m. Group Discussion and Materials Production

"Finalize That Final Draft!"

MRS. NANCY J. HAGEN and LUKE L. PATRENELLA JR.

NOON Lunch

1:15 p.m. General Session

"Summation by Group Leaders"

LEADER______________ LEADER______________

LEADER______________ LEADER______________

1:45 p.m. "Overview of Workshop and Evaluation"

JAMES C. WOODMAN and W. BRYAN SHAVER

2:30 p.m. "Workshop Conclusion and Final Administrative Details"

W. BRYAN SHAVER

-30-

drive

Monday, June 22, 1970

3 p.m. HOW'S YOUR NEWS SENSE? (Mrs. Nancy J. Hagen)

☐ A firsthand approach to identification of those skills required for reading the newspaper

☐ A "hard think" session

☐ American Newspaper Publishers Association Newspaper Test (1969 Experimental Edition)

Pretest	Post-Test
Form S-1 (Senior)	Form S-2 (Senior)
Form J-1 (Junior High)	Form J-1 (Junior High)

☐ A confrontation between you and the printed page

☐ An opportunity to try your hand and measure your OWN newspaper reading skills

☐ A humbling experience

Discussion in the Tuesday (June 23) a.m. session

4 p.m. FILM: "HOW TO READ A NEWSPAPER"

☐ An over-the-shoulder glimpse of the changing experience of picking up the newspaper habit

4:25 p.m. HOMEWORK: INQUIRY ASSIGNMENT

☐ Examine the newspaper you will use throughout the week and select the topic of study you will follow in each issue

Page 11 of Program

Tuesday, June 23, 1970

9 a.m. IT'S WHAT'S UP FRONT ON PAGE ONE THAT COUNTS (Mrs. Nancy J. Hagen)

"The Heart of The Matter: THE FIVE W's (and H)"

Pi Story

Kent State University

- ☐ A teaching model for finding main ideas and supporting details in news stories
- ☐ A teaching model for using the index
- ☐ Classifying and categorizing
- ☐ The Inverted Pyramid
- ☐ Rewriting to remember
- ☐ The continuing story method and how it can extend the learning process by following one story

10:30 a.m. WORK! WORK! WORK!

- ☐ Take your newspaper, your marking pen, your scissors, your teaching model, and your creative brain . . . . AND MAKE YOUR OWN LESSON PLAN

11:30 a.m. GETTING IN THE WRITE FRAME OF MIND (Luke L. Patrenella, Jr.)

"How to Knock Your Reader Semicolon-Conscious"

- ☐ Group assignments
- ☐ Lesson plans for levels of Adult Basic Education

Level I: Grades 0-3 Level III: Grades 7-8

Level II: Grades 4-6 *GED

*General Educational Development Test
(or high school equivalency)

1:45 p.m. HOW TO USE THE EDITORIAL PAGE IN TEACHING ADULTS (Mrs. Nancy J. Hagen)

Measuring Its Value and Reconciling Its Pros and Cons

- ☐ In WHOSE opinion?

  Publisher? Columnist? Letters to Editor? Etc.

- ☐ Splitting the editorial to see both sides to every question
- ☐ Visual inteprataton skills
- ☐ Using the "tools" we gave you; clues to opinion; and a word list including "fact" and "theory"

Page 12 of Program

Tuesday, June 23, 1970 continued

☐ A look at the opposition

3:15 p.m. WRITING SESSION ON THE EDITORIAL PAGE

Work Some More!

☐ You've got YOUR newspaper; we'll make your transparencies; you interpret a visual; and try it on your adults.

Page 13 of Program

Wednesday, June 24, 1970

9 a.m. LEARNING MATHEMATICS THROUGH THE NEWSPAPER (Ronnie Akin)

Addition and subtraction

- ☐ Explanation and teaching model (30 minutes)
- ☐ Work period (45 minutes)

10:45 a.m. LEARNING MATHEMATICS THROUGH THE NEWSPAPER

Multiplication and Division

- ☐ Explanation and teaching model (30 minutes)
- ☐ Work period (45 minutes)

1:15 p.m. LEARNING MATHEMATICS THROUGH THE NEWSPAPER

Percents and Fractions and Graphs and Charts

- ☐ Explanation and teaching model (20 minutes)

  Example: Reading the weather map

  Comparison of temperatures (rise and fall)

  Which percent of country had highest (or lowest) temperatures today?

- ☐ Work period (25 minutes)

2:30 p.m. PROPAGANDA: YOU'RE THE TARGET (Mrs. Nancy J. Hagen)

- ☐ An attempt at definition
- ☐ A look at how many ways you may be influenced
- ☐ A teaching model
- ☐ An assignment to think on
- ☐ Share-In: Find an example of propaganda and tell us all about it
- ☐ Plan a plan to stop the ENTICERS!
- ☐ Emphasize they should try and find examples of all techniques of propaganda in the newspaper. Don't overlook newspaper Sunday supplement. Or look for the examples in magazines.

Page 14 of Program

Wednesday, June 24, 1970 (Continued)

4:25 p.m. FILM: "SPEECH AND PROTEST"

☐ Put your nighttime thinking cap on

☐ Discuss Thursday morning (June 25) how a biased newspaper would report one of the three incidents in this film.

Page 15 of Program

Thursday, June 25, 1970

10 a.m. THOSE OTHER PAGES (Mrs. Nancy J. Hagen)

"Using The Comics to Teach and Reach ABE"

- ☐ Shall we laugh or cry?
- ☐ Who's the victim?
- ☐ The born loser
- ☐ A thin veil between comedy and tragedy
- ☐ Predicting behavior (Snoopy in "Peanuts")
- ☐ An exercise in ballooning
- ☐ Who gets the message? (Little Orphan Annie/ conservative)

11 a.m. "Artists, Arise!" (Mrs. Nancy J. Hagen and Luke L. Patrenella, Jr.)

- ☐ Draw your own
- ☐ If you can't draw, cut 'n paste 'n interpret
- ☐ Do a funny

1:15 p.m. TURNING THE PROGRAM OVER TO YOU

"Here's Your Opportunity to Develop Your Own Teaching Units"

"See How Other Experts (Like Yourselves!) in the Newspaper-in-the-Classroom Technique Did It"

- ☐ "The Newspaper in the Classroom: Six Questions, Six Answers" by Hope Shackelford

3 p.m. "*NICk Meets ABE--Or It's Your Show"

*Same initials as Newspaper In Classroom

- ☐ ABE is your student
- ☐ NICk was our friend
- ☐ You can make them lifelong companions

4 p.m. POST-TEST, ANYONE? (Mrs. Nancy J. Hagen)

- ☐ American Newspaper Publishers Association Newspaper Test (1969 Experimental Edition) Form S-2(Senior) or Form J-1 (Junior High)

Friday, June 26, 1970

8 a.m. **BEFORE THE DAY'S WORK**

"Show Time at the Holiday Inn"

☐ A materials display for participants

☐ Hang your bulletin board

☐ Pin up your paste-up

8:30 a.m. **REFINE THAT ROUGH DRAFT!** (Mrs. Nancy J. Hagen and Luke L. Patrenella, Jr.)

☐ Give group leaders responsibility for getting in lesson plans of their team members

☐ Check progress of workshop production against tally sheet and dummy of guide

☐ Give drafts of lesson plans a quick editing going-over

11 a.m. **FINALIZE THAT FINAL DRAFT!** (Mrs. Nancy J. Hagen and Luke L. Patrenella, Jr.)

☐ More of the same under "Refine That Rough Draft"

EXTRA!

EQUIPMENT LOG

NOTE: Overhead projector needed Monday through Friday, June 22-26

Time	Equipment Needed	Presentation
	Monday, June 22	
4 p.m.	16 mm projector and screen	Film: "How to Read a Newspaper"
	Tuesday, June 23	
4:15 p.m.	Cassette tape recorder	Shepherd Slings Shot, Slays Seven-Plus-Three-Footer "How the United Press International Would Have Covered Certain Historical Events If Its Reporters Were There"
	Wednesday, June 24	
4:25 p.m.	16 mm projector and screen	Film: "Speech and Protest"

YOUR Workshop
IS Newsworthy

Techniques for Making News Happen

When you plan a newspaper in the classroom workshop--or any workshop, for that matter--you should include publicizing the workshop in your planning.

It is important to plan early so you'll be assured of getting as much coverage as possible from the various media: the newspaper, radio and television, and educational journals interested in Texas school news.

The time element in workshop planning cannot be emphasized too much. If you show up at the newspaper office the day before the workshop and ask for coverage, including pictures, don't be surprised if you are politely turned down. Such a last-minute request should get the same negative response from a television station.

All media plan ahead. They have too. They're often understaffed, and often a number of newsworthy events occur on the same day. For this reason, you should plan ahead too.

A good starting point is to get a copy of "PResenting YOUR PRogram of Adult Education," which was published by the Texas Education Agency's Division of Adult and Continuing Education in response to the many requests of its administrators and teachers.

Published in June, 1970, this handbook is divided into two parts. Part One covers "A Random Sampling of Public Relations Techniques." Part Two, "A Random Sampling of Public Relations Materials," contains actual examples of the different techniques used by the directors of adult and continuing education to publicize their programs.

Let's look at some of the chapter titles in Part One because they contain the ground rules you need to get maximum coverage of your workshop. Here are some of them:

Chapter 3: "What YOU Can Do to Obtain Good Publicity"
Chapter 4: "What Are News Releases?"
Chapter 5: "Preparing News Releases"
Chapter 6: "An Editor's Eye View of School-News Media Relations"
Chapter 7: "Making Contacts at the Newspaper"
Chapter 8: "Point of Focus: Don't Forget Pictures"
Chapter 9: "Tips on Writing and Producing Radio News Copy"
Chapter 11: "Places for Publicity in Radio and Television Production"

Coverage of the Huntsville Workshop

To give you an idea of how some of the techniques mentioned above were successfully used to publicize the Newspaper in the Classroom Production Workshop in Huntsville before and while it was held, we have included examples of actual coverage in the pages that follow.

Originator of News Release	Date of News Release
Before the Workshop	
Texas Education Agency, Austin	June 10, 1970
The Texas Outlook, Austin	June, 1970
Texas Schools, Austin	June, 1970
The Huntsville Item, Huntsville	June 15, 1970

ESC Will Hold Workshop for Area Administrators

(Note: This clipping from The Huntsville Item was a news release prepared by the Region VI Education Service Center in Huntsville.)

During the Workshop

The Huntsville Item

Newspaper Man Claims News Cannot Be Managed	June 25, 1970
ABE Program Lauded by Workshop Speaker	June 29, 1970

Now that you've been introduced to the techniques, what about YOUR workshop?

Remember. It won't become a newsworthy happening unless you make news happen!

NEWS

TEXAS EDUCATION AGENCY

DRAWER AA, CAPITOL STATION AUSTIN, TEXAS 78711 AREA CODE 512 • 475-2066

CONTACT: Marj Wightman

AUSTIN -- Texas adult education specialists will learn the newest developments in their field -- and how to make them work during the next five years -- at a series of four workshops to be held in Huntsville June 22-26.

Some 70 administrators, counselors, and teachers will attend the sessions to be presented by the Texas Education Agency. The workshops, sponsored by Region VI Education Service Center in Huntsville, will be held at the Holiday Inn.

A new audio-visual report, "A Long Range Plan for Adult Education in Texas," will be presented by Richard A. Gartner, director of the Agency's adult basic education division, and Ralph Mock, head of the division's program planning and approval section. The program serves more than 35,000 students throughout Texas.

Agency consultants and the workshops they will present include: James C. Woodman, management control, "Directing an Adult Education Program;" Luke L. Patrenella, Jr., "Use of the Newspaper in the Adult Education Classroom:" Elwyn C. Williams, "Techniques and Teacher's Plans: English as a Second Language;" Ramon C. Lopez of the Corpus Christi area office, "A Curriculum Guide in Occupational Orientation."

- 3 0 -

June 10, 1970

Distribution: Austin Media, Huntsville dailies, Corpus Christi dailies

June 1970

The Texas ★ Outlook

OFFICIAL PUBLICATION OF THE TEXAS STATE TEACHERS ASSOCIATION

A PERMANENT HOME is finally in sight for the Teacher Retirement System of Texas, with purchase of nearly two blocks on East 11th Street, just east of the State Capitol in Austin and about six blocks east of the present TRS offices at 11th and Guadalupe. The land cost approximately $820,000. A three-story building to cost about $1.5 million i[illegible] planned. TRS was established as a state a[illegible] in 1937.

✓ Another educational facility ma[illegible] soon just east of the retirement [illegible] The U. S. Bureau of the B[illegible] million in funds for a p[illegible] has been planned f[illegible] Educational D[illegible]

✓ A fi[illegible] by Nat [illegible] trustees, [illegible] the proced[illegible] member to t[illegible] occurs. Comm[illegible] Jewell Harris; [illegible] Barnes, Seguin, [illegible] ad-ministrators; L. [illegible]entary Principals and Sup[illegible], and L. O. Sorensen, president [illegible] Association of College Teachers.

RICE UNIVE[illegible]TY has a ne[illegible] president and the University of T[illegible] at Austin is looking for one. Rice lured UT's [illegible] Norman Hackerman from Austin to Houston. [illegible]ommittee of UT faculty and st[illegible]h for a replacement. . . . B. H. [illegible] of the College of Engineering [illegible]n named the first president of t[illegible] of the Permian Basin. . . . Sa[illegible]iversity at Huntsville has bee[illegible]ensured list of the American [illegible]sity Professors. Censure was [illegible] the head of the sociology d[illegible] Koeninger, was dismissed and cl[illegible] due process.

ATTORNEY GENERAL OPINIONS: It's legal fo[illegible] Antonio ISD to deduct union dues f[illegible] custodians and maintenance empl[illegible] M-611, for the Coordinating Bo[illegible] and University System—Section 19A of the to[illegible] claims law, which exempts school districts except as to motor vehicles, does not limit the liability of public junior colleges.

NEA MEMBERSHIP has set a new record high of 1,085,589, surpassing the previous record of 1,081,660 set in 1968. NEA Exec. Secy. Sam M. Lambert attributed the gain mainly to unification of membership with state associations. NEA dues go to $25 this fall.

✓ Michigan dues go to $82: The Michigan Education Association has increased its state association membership dues from $47 to $82 in order to increase its present staff from 39 to 75 by July 1 and ad[illegible] 1971-72. TSTA [illegible]

LOCAL DUES [illegible] of D[illegible] [illegible]or [illegible]annual [illegible] absences [illegible] classes; and

[illegible]ers Association recognized [illegible]at city with awards for ex[illegible]ion reporting, gave two scholarships, [illegible]umerous savings bonds to students, [illegible] citizens for outstanding contributions, and [illegible] retiring Gen. Supt. Glenn Fletcher a life member of HTA.

A FIVE-POINT PROGRAM of legislation and election of new officers came out of the Texas Association of College Teachers semiannual meeting in Austin April 17-18. It was also announced that TACT Exec. Secy. Alice Calkins is retiring and Helen Swint will assume her post on August 1.

WHAT'S HAPPENING: The Spring Branch school board prohibited the use of electronic recording devices at board meetings and postponed consideration of pre-Christmas ending of first semester until 1971-72 scheduling.

✓ In Houston ISD, a special telephone number has been set up to handle citizen inquiries.

✓ A special 23-member citizens advisory committee has been named to assist Houston ISD in def[illegible]ng educational goals for the 1970's. Commit[illegible] members include Charles Kuzminski and [illegible]na Kacen of the Houston Teachers Association [illegible]. Four students are to be named.

[illegible] Galveston ISD has been evaluated by a team [illegible]er guidance of George Peabody College for [illegible]achers. Among other items, the report recom[illegible]ended greater financial support of schools, im[illegible]ovements in the regular and vocational programs, [illegible]d improvements in preschool and special edu[illegible]ation.

ADULT EDUCATION workshops—four of them—will be held simultaneously at the Holiday Inn in Huntsville June 22-26, the Texas Education Agency announced. Region VI Education Service Center in Huntsville is the sponsor. Purpose: to upgrade administrative, teaching, and occupational skill of administrators, counselors, and teachers in adult education.

✓ Bill J. Priest, chancellor of the Dallas County Junior College system, was appointed by Gov. Preston Smith as one of the Texas commissioners to the Education Commission of the States, replacing the late Rep. George T. Hinson.

TEXAS SCHOOLS
PUBLISHED BY TEXAS STATE TEACHERS ASSOCIATION

VOLUME V, NO. 4 June, 1970 AUSTIN, TEXAS

Texas Schools is a newspaper of fact and opinion published quarterly by the Texas State Teachers Association in the interest of excellence in education. Second class postage paid at Austin, Texas. Address mail to 316 W. 12th Street, Austin, Texas 78701.

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TEXAS SCHOOLS
PUBLISHED BY TEXAS STATE TEACHERS ASSOCIATION
Volume V, Number 4
Austin, Texas
June, 1970

Adult Ed Workshops Scheduled June 22-26

Newspapers used as a teaching device in adult basic education classes will be the topic of one of four adult education workshops to be held June 22-26 at the Holiday Inn, Huntsville.

The other three will deal with English as a second language, occupational orientation, and administration of adult education programs.

Sponsor is the Region VI Education Service Center. Huntsville.

Purpose of the workshops is to upgrade administrative, teaching, and occupational skill of administrators, counselors, and teachers in adult education.

The Huntsville Item
"A Better Newspaper For A Greater Huntsville And Walker County"
The Huntsville Item--Huntsville, Texas 77340--Monday, June 15, 1970

ESC Will Hold Workshop For Area Administrators

Seventy Texas administrators and teachers who are specialists in different phases of adult and continuing education will meet here this month (June 22-26) for a series of four workshops sponsored by Region VI, Education Service Center.

The workshop participants–representing a cross section of the "adult and continuing education" community throughout the state--will convene at the Holiday Inn to write a series of guides to upgrade the administrative, teaching, and occupational skills of administrators, counselors, and teachers, according to W. Bryan Shaver, adult basic education coordinator for Region VI, Education Service Center.

A team of specialists from the Texas Education Agency's Division of Adult and Continuing Education will conduct the individual workshops. Agency consultants and the workshops they will conduct are:

James C. Woodman of Austin, chief consultant, Management Control, "Directing an Adult Education Program,"; and consultants Luke L. Partenella Jr. and Elwyn C. Williams, both of Austin, and Ramon C. Lopez of the Corpus Christi area office, Program Planning and Approval. The three consultants will supervise workshops on "The Use of the Newspaper in the Adult Education Classroom," Patrenella; "Techniques and Teacher's Plans: English as a Second Language," Williams; and "A Teacher's Guide for Occupational Orientation," Lopez.

"We are pleased to work with the Texas Education Agency in this cooperative endeavor," says Max Schlotter, executive director of the service center. "Activities such as these workshops contribute greatly to the overall excellence of education in Texas–and particularly to bringing the basic skills of reading, writing, and arithmetic and occupational training to those persons without at least an eighth-grade education. We feel that this teamwork between the Region VI Education Service Center and the Texas Education Agency is a step in the right direction."

Dr. Charles Wagamon, the center's assistant director for instructional services, will welcome the delegates to the opening session at 8:30 AM Monday, June 22. He will be followed by Ralph Mock, the Agency's director of Program Planning and Approval, who will introduce the staff and outline the workshop format.

Richard R. Gartner, director of the Agency's Division of Adult and Continuing Education, will speak at 10:30 AM Monday (June 22) on "A Future Look at Adult Education." Mock will follow him with a general session on "A Long Range Plan for Adult Education." An audiovisual presentation will be presented to outline projected activities for adult and continuing education for 1970-1975.

Shaver will open Tuesday's (June 23) session at 8:30 AM with a talk on "Action Initiated in Region VI, Education Service Center." That afternoon, workshop participants will hear

SEE ESC WORKSHOP
PAGE 3

ESC WORKSHOP

CONTINUED FROM PG. 1

about "A National Look at Adult Education" from George Blassingame, program officer for the United States Office of Education, Region VII office in Dallas. He will talk at 1:15 PM.

Emmett L. Tiner, program director for Technical Assistance at the Agency, will speak at 8:30 AM Wednesday (June 24) on "Helping Basic Education Students with Employment Problems."

Two teachers from the East Central Independent School District in San Antonio will be consultants for the workshop on using the newspaper. They are Mrs. Nancy J. Hagen, reading teacher at large and director of adult basic education, and Ronnie Akin, mathematics and social studies teacher at large and director of Head Start Daycare Programs.

James C. Chandler, director of creative services for the Austin American-Statesman, will also be a consultant for the newspaper workshop and will present and audiovisual presentation on "The Living Textbook."

THE HUNTSVILLE ITEM--HUNTSVILLE, TEXAS 77340--THURSDAY, JUNE 25, 1970 SECTION 1, PAGE 3

Newspaper Man Claims News Cannot Be Managed

It is almost impossible to manage the news on a large daily newspaper, James C. Chandler, director of creative services for the Austin American-Statesman, told some 70 adult basic education administrators and teachers meeting here Monday afternoon for a series of four workshops.

Citing his own Central Texas morning and afternoon newspapers as an example, Chandler said, "Together they contain 200,000 words–or the equivalent of about two 600-page books."

"With this volume of words," he continued, "it would be impossible for one man to read everything that goes into the press or manage the news."

The Austin news representative was a featured speaker for the workshop on the use of the newspaper in the classroom of adult education. Concurrently, three other workshops going on this week at the Holiday Inn are on English and a second language, occupational orientation, and the updating of a handbook used by directors of adult education.

Region VI Education Service Center is coordinating activities of the workshops with a team of experts from the Texas Education Agency in the related subject fields. The Agency representatives from Austin are James C. Woodman, directors; Luke L. Patrenella, Jr., the newspaper, and Elwyn C. Williams, English as a second language. Ramon Lopez from the Agency's office in Corpus Christi is in charge of occupational orientation.

Aiming his remarks specifically at the teachers who will prepare a guide on using the newspaper to teach adults, Chandler told them that probably one of their most demanding jobs is creating an environment in which learning can take place. And the newspaper is the best source for this to take place, Chandler said.

Chandler Explains Operation Of News Plant Through Question Box.

Chandler said the development of a concerned citizenry is too important to be left to chance. Only the newspaper has the capacity to render a historical account of today. Newspapers can not only enrich the curriculum but they can also motivate the student.

We have discovered a lot of people do not know enough about a newspaper to read it properly and recognize what it can do for them, Chandler said.

"You will have to teach them what is a headline....what is on page one and how does the front page differ from the society page...the editorial page.

"When they can relate the paper to their lives, you can start using the paper more and you will be amazed at the result."

W. Bryan Shaver, director of adult basic education activities for the local Education Service Center, is coordinating the operation of the four workshops.

In addition to Chandler, two other consultants for the newspaper in the classroom are Mrs. Nancy Hagen and Ronnie Akin, both of San Antonio's East Central Independent School District.

The Huntsville Item

"A Better Newspaper For A Greater Huntsville And Walker County"

The Huntsville Item--Huntsville, Texas 77340--Monday, June 29, 1970

Teachers Tour ITEM Office and Plant
Mrs. Gayle Hopson wears Printer's Cap

ABE Program Lauded By Workshop Speaker

The Adult Basic Education Program is one of the best investments a taxpayer can make in the life of his community, a program officer from the United States Office of Education said last Tuesday.

Continued on next page

"Results attained from this program designed to meet the needs of these adults with less than an eighth-grade education are outstanding," said USOE representative George Blassingame, of Dallas.

"In Texas last year, for instance, because of adult basic education," Blassingame said, "between 12,000 and 14,000 people voted for the first time in their lives. Another 400 got off the welfare rolls. Still another 5,000 got jobs or promotions as a result of this program."

Blassingame addressed some 70 administrators and teachers from across the state who met here all last week at the Holiday Inn to participate in four different workshops in adult education.

The program of educators met to develop new guides in administration, English as a second language, the use of the newspaper to teach adults, and occupational orientation. The workshops were sponsored by the Texas Education Agency's Division of Adult and Continuing Education and the local Region VI Education Service Center.

"What we need to do," Blassingame said, "is make this program so good now that it will become firmly entrenched and self-supporting in those communities that have it now–even if federal funds become exhausted by 1975."

Blassingame said the new Adult Education Act will enable all adults to continue their education up through high school. Before the Act was signed by President Nixon on April 13, federal legislation pertaining to adult basic education covered the adult's educational needs through the eighth grade.

"This act also allows adults to get the training they need to become more employable and more productive and responsible citizens," Blassingame said. The USOE spokesman tied his remarks to another uplifting educational movement--The Right to Read Program.

This federal program, which is receiving personal attention from Mrs. Nixon, has The Seventies as its target date.

The Right to Read Program is under way now to reach those more than three million illiterates in the United States and about half of the unemployed youth, ages 16-21, who are functionally illiterate.

By "functionally illiterate", Blassingame explained, "we mean that these people cannot read and write at the fourth-grade level. Therefore, they cannot become employable, pursue skilled training, and actively participate in our country's production and continued growth."

W. Bryan Shaver, adult basic education coordinator, at the Region VI Education Service Center, coordinated workshop activities.

Representatives from the Texas Education Agency who participated in the week's activities were Richard R. Gartner, director of the Division of Adult and Continuing Education; Emmett L. Tiner, program director, Technical Assistance; James C. Woodman, chief consultant, Management Control; and Luke L. Patrenella, Jr., Harry M. Seaman III, and Elwyn C. Williams, consultants in Program Planning and Approval, all of Austin, and Ramon C. Lopez, also a consultant and head of the Agency's area office in Corpus Christi.

Speaking on "After Adult Basic Education, What?" Tiner stressed the importance of putting the adult who completes such a program in touch with the Texas Employment Commission.

"I would be sure I got someone from the employment commission to come down and talk to these people and help them to locate employment," Tiner said.

It is important for the adult who is eligible for manpower training to register with the Texas Employment Commission because the commission handles all job selections and referrals.

Tiner said the biggest cause of failure of these persons who drop out of manpower programs is because they are lacking in fundamental education.

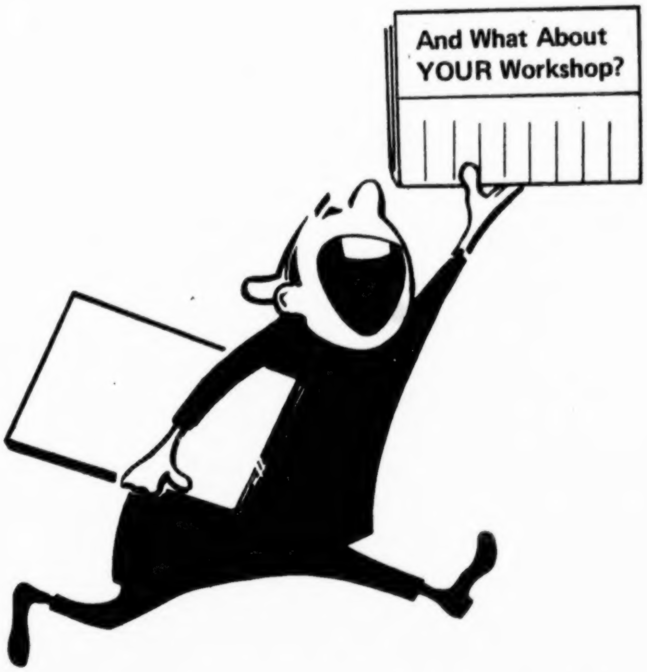
"This is where adult basic education can link in with the state's manpower training programs," he said.

The Agency spokesman told about a new manpower program–still in developmental stage–in the Lower Rio Grande Valley. If funded, this $2,000,000 program would move the Valley workers who need jobs to where they can be trained and become a part of the world of work. And $500,000 of that amount is earmarked to move them to the place of employment.

Tiner listed a number of ways to "groom" the manpower trainee for the job in which he has received skilled training.

"What we need to do is to give these people the confidence they need so they will not be modest about what they can do when they apply for a job."

An added activity of the workshop was a tour of the facilities of The Huntsville Item Offices and printing plant last Thursday morning.


And What About
YOUR Workshop?

BEXAR COUNTY
BOARD OF EDUCATION

presents

NEWSPAPER IN THE CLASSROOM WORKSHOP FOR TEACHERS OF ADULT BASIC EDUCATION IN THE SAN ANTONIO AREA

Place: TAFOLLA JUNIOR HIGH SCHOOL Time: 6-10 p.m.

Date: Tuesday, August 18, and Wednesday, August 19, 1970

Director: Miss Mary Helen Petersen, Adult Basic Education Teacher

Assistant: Luke L. Patrenella, Jr., Consultant, Adult and Continuing Education, Texas Education Agency

Coordinator: Robert A. Avina, Director of Adult Basic Education Programs for the Bexar County Board of Education

Tuesday

8:15-8:30 p.m. - "How to Knock Your Reader Semicolon-Conscious"
MR. PATRENELLA

8:30-9:15 p.m. - Meet Your Neighbor and Interview Him (or Her)
MISS PETERSEN and MR. PATRENELLA

9:15-10 p.m. - Meet The Five W's and H: WHO WHAT WHERE WHEN WHY HOW
MR. PATRENELLA

Wednesday

6-7 p.m. - You Mean I Can Teach My Students Mathematics With a Newspaper?
MISS PETERSEN

7-7:30 p.m. - The Front Page of the Newspaper---And What's Behind It
MR. PATRENELLA

7:30-8:30 p.m. - The Editorial Page--Or Whose Opinion Is Whose Opinion?
MISS PETERSEN

8:30-8:45 p.m. - I Thought You'd Never Invite Me to Coffee

8:45-10 p.m. - GROUP ACTIVITIES
You Choose an Assignment and You Carry It Out

ADJOURN

Follow-Up Series of Workshops Held

The original planning for the Huntsville production workshop included holding follow-up workshops throughout the state. When possible, the person in charge of the workshop would be one of the original participants at the workshop where the newspaper in the classroom techniques were introduced.

The benefits of such an approach are obvious. First of all, the participants--all teachers themselves--would be presenting these new teaching techniques to other teaching colleagues in adult and continuing education.

Next, the participants could bring to the presentation an expertise of presenting this new material via their own methods developed after years of classroom experience.

On Tuesday, August 18, 1970, the first of these follow-up presentations was sponsored by the Bexar County Board of Education as part of the in-service training for teachers of adult and continuing education. The San Antonio teacher who attended the Huntsville workshop directed the two-day workshop in San Antonio. Her assistant was the director of the Huntsville workshop.

In any workshop that is a production-type workshop, the time element is a big factor. This was true for the San Antonio workshop, which was programed for only six hours of actual teaching time.

For this reason, the decision of what to emphasize became the major consideration in planning the program. To give you an idea of the topics chosen in the workshop, see the copy of the program printed on the back of page 202.

Also, it was necessary to allow some of that program time for the teachers to "produce" materials they could take with them and begin using at their next classroom meeting with their adult students.

For a photographic tour of the Bexar County Newspaper in the Classroom Workshop, see the photographs at the end of this section.

Cameron, Lubbock, and Brady Too

In addition to the San Antonio workshop, three other directors of adult and continuing education included the newspaper in the classroom as part of the in-service training for their teachers. They were:

Name of Sponsoring Program	Where Held	When
Milam County Independent School District	Cameron	March 20, 1971
Lubbock Independent School District	Lubbock	June 16, 1971
San Angelo Independent School District	Brady	November 20, 1971

Evaluation

Response to these workshops--as well as the evaluations turned in at the end of the Huntsville workshop--indicates that teachers of adult and continuing education welcome the newspaper as instructional material. Perhaps the major reason for such enthusiasm for the program is, again, the fact that the teacher leaves the workshop with materials that can be introduced at the next class meeting.

It is hoped that the format of this guide with its many examples prepared by experts in adult and continuing education will encourage other teachers to introduce the newspaper in the classroom to their adult students.

Better still, it is hoped that other directors of adult and continuing education will want to include a newspaper workshop as part of their in-service training.

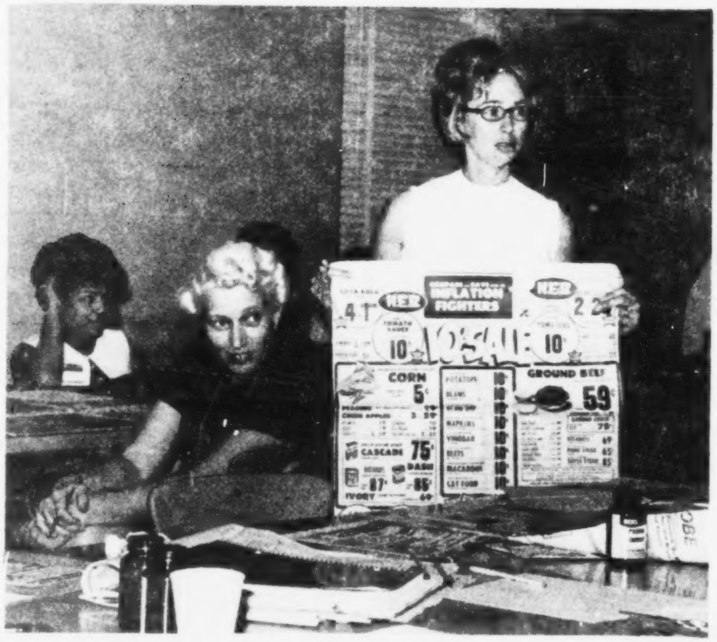
GETTING DOWN TO BUSINESS--Ernest Gottfried puts the finishing touches on a newspaper in the classroom lesson plan while Don Vanderhider (center) ponders a point made by Ed Frazer about the layout he is developing for his students in adult and continuing education.

CUT 'N PASTE--Mrs. Katherine Beanland applies scissors to an item in the San Antonio newspaper while Mrs. Rachel Mathis Driskill uses rubber cement to complete a newspaper illustration for her lesson plan.

FLOWERING OF CREATIVITY--Miss Ruth Sather creates a bouquet of flowers out of newspaper pages--and her artistic imagination. Admiring the work is Miss Mary Helen Petersen, a teacher of adult and continuing education who conducted the Bexar County Board of Education's "Newspaper in the Classroom Workshop" August 18-19, 1970 in San Antonio.

MAKING HIS POINT--Here's how I'd use this tire advertisement to introduce a unit on consumer education to my adult students, says Don Vanderhider to Miss Mary Helen Petersen, workshop director.

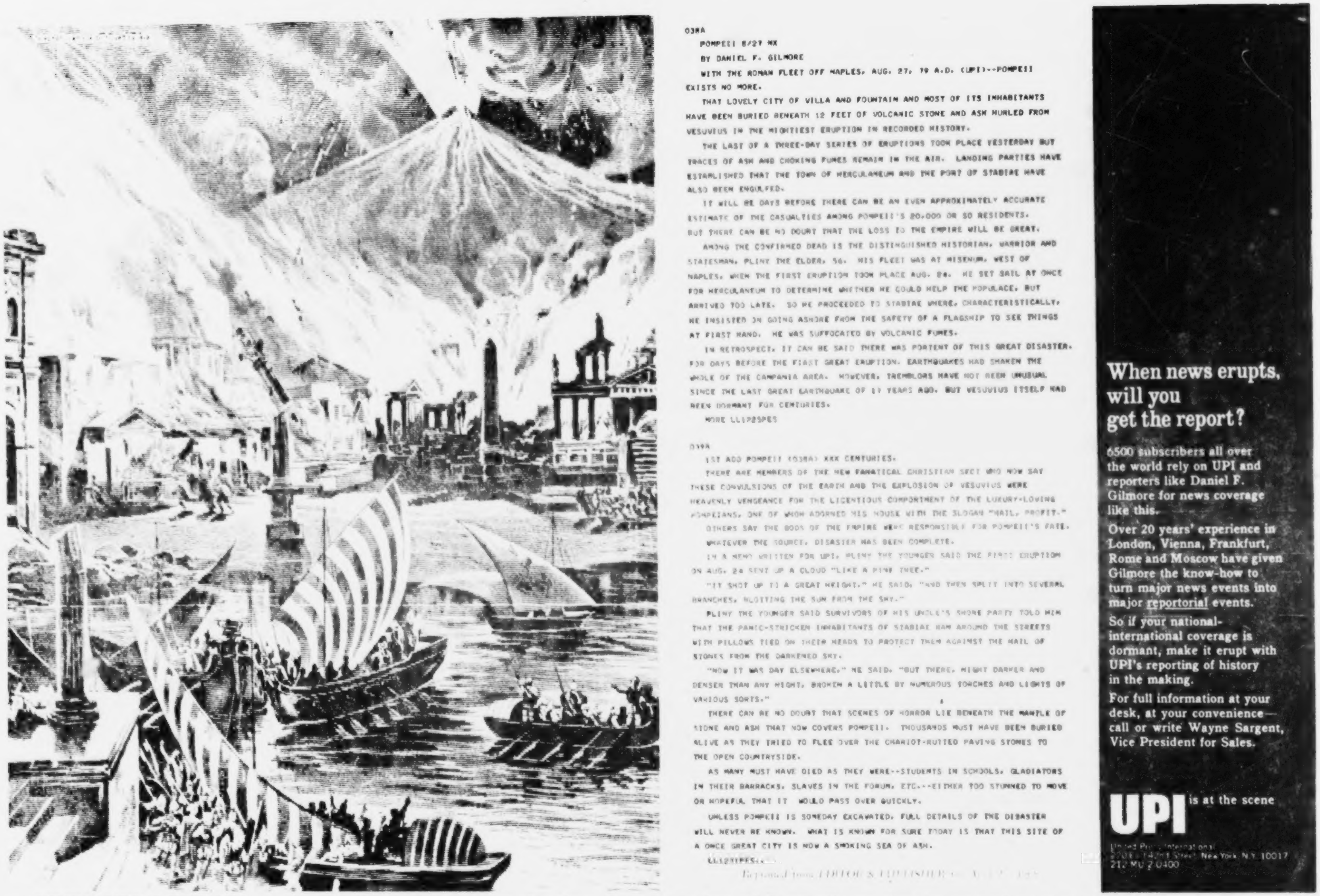
BEEHIVE OF ACTIVITY--Challenge a group of adult and continuing education teachers with a new teaching idea, and they'll rally to the cause of stamping out illiteracy, just as these teachers responded during the San Antonio workshop.



CHOOSING AN AD--Mrs. Jimmie Lee Davis displays a grocery ad she is considering for developing into a lesson plan for her students of adult and continuing education at Charlotte (Texas) Independent School District.

NOW HERE'S MY PLAN--Vicente Franco has the undivided attention of Miss Janie Foster as he outlines how he plans to introduce the tire advertisement (on table) to his adult students.

Handouts
and Reprints



03RA

POMPEII 8/27 NX

BY DANIEL F. GILMORE

WITH THE ROMAN FLEET OFF NAPLES, AUG. 27, 79 A.D. (UPI)--POMPEII EXISTS NO MORE.

THAT LOVELY CITY OF VILLA AND FOUNTAIN AND MOST OF ITS INHABITANTS HAVE BEEN BURIED BENEATH 12 FEET OF VOLCANIC STONE AND ASH HURLED FROM VESUVIUS IN THE MIGHTIEST ERUPTION IN RECORDED HISTORY.

THE LAST OF A THREE-DAY SERIES OF ERUPTIONS TOOK PLACE YESTERDAY BUT TRACES OF ASH AND CHOKING FUMES REMAIN IN THE AIR. LANDING PARTIES HAVE ESTABLISHED THAT THE TOWN OF HERCULANEUM AND THE PORT OF STABIAE HAVE ALSO BEEN ENGULFED.

IT WILL BE DAYS BEFORE THERE CAN BE AN EVEN APPROXIMATELY ACCURATE ESTIMATE OF THE CASUALTIES AMONG POMPEII'S 20,000 OR SO RESIDENTS. BUT THERE CAN BE NO DOUBT THAT THE LOSS TO THE EMPIRE WILL BE GREAT.

AMONG THE CONFIRMED DEAD IS THE DISTINGUISHED HISTORIAN, WARRIOR AND STATESMAN, PLINY THE ELDER, 56. HIS FLEET WAS AT MISENUM, WEST OF NAPLES, WHEN THE FIRST ERUPTION TOOK PLACE AUG. 24. HE SET SAIL AT ONCE FOR HERCULANEUM TO DETERMINE WHETHER HE COULD HELP THE POPULACE, BUT ARRIVED TOO LATE. SO HE PROCEEDED TO STABIAE WHERE, CHARACTERISTICALLY, HE INSISTED ON GOING ASHORE FROM THE SAFETY OF A FLAGSHIP TO SEE THINGS AT FIRST HAND. HE WAS SUFFOCATED BY VOLCANIC FUMES.

IN RETROSPECT, IT CAN BE SAID THERE WAS PORTENT OF THIS GREAT DISASTER. FOR DAYS BEFORE THE FIRST GREAT ERUPTION, EARTHQUAKES HAD SHAKEN THE WHOLE OF THE CAMPANIA AREA. HOWEVER, TREMBLORS HAVE NOT BEEN UNUSUAL SINCE THE LAST GREAT EARTHQUAKE OF 17 YEARS AGO. BUT VESUVIUS ITSELF HAD BEEN DORMANT FOR CENTURIES.

MORE LL128SPES

039A

1ST ADD POMPEII (038A) XXX CENTURIES.

THERE ARE MEMBERS OF THE NEW FANATICAL CHRISTIAN SECT WHO NOW SAY THESE CONVULSIONS OF THE EARTH AND THE EXPLOSION OF VESUVIUS WERE HEAVENLY VENGEANCE FOR THE LICENTIOUS COMPORTMENT OF THE LUXURY-LOVING POMPEIANS, ONE OF WHOM ADORNED HIS HOUSE WITH THE SLOGAN "HAIL, PROFIT."

OTHERS SAY THE GODS OF THE EMPIRE WERE RESPONSIBLE FOR POMPEII'S FATE.

WHATEVER THE SOURCE, DISASTER HAS BEEN COMPLETE.

IN A MEMO WRITTEN FOR UPI, PLINY THE YOUNGER SAID THE FIRST ERUPTION ON AUG. 24 SENT UP A CLOUD "LIKE A PINE TREE."

"IT SHOT UP TO A GREAT HEIGHT," HE SAID, "AND THEN SPLIT INTO SEVERAL BRANCHES, BLOTTING THE SUN FROM THE SKY."

PLINY THE YOUNGER SAID SURVIVORS OF HIS UNCLE'S SHORE PARTY TOLD HIM THAT THE PANIC-STRICKEN INHABITANTS OF STABIAE RAN AROUND THE STREETS WITH PILLOWS TIED ON THEIR HEADS TO PROTECT THEM AGAINST THE HAIL OF STONES FROM THE DARKENED SKY.

"NOW IT WAS DAY ELSEWHERE," HE SAID. "BUT THERE, NIGHT DARKER AND DENSER THAN ANY NIGHT, BROKEN A LITTLE BY NUMEROUS TORCHES AND LIGHTS OF VARIOUS SORTS."

THERE CAN BE NO DOUBT THAT SCENES OF HORROR LIE BENEATH THE MANTLE OF STONE AND ASH THAT NOW COVERS POMPEII. THOUSANDS MUST HAVE BEEN BURIED ALIVE AS THEY TRIED TO FLEE OVER THE CHARIOT-RUTTED PAVING STONES TO THE OPEN COUNTRYSIDE.

AS MANY MUST HAVE DIED AS THEY WERE--STUDENTS IN SCHOOLS, GLADIATORS IN THEIR BARRACKS, SLAVES IN THE FORUM, ETC.--EITHER TOO STUNNED TO MOVE OR HOPEFUL THAT IT WOULD PASS OVER QUICKLY.

UNLESS POMPEII IS SOMEDAY EXCAVATED, FULL DETAILS OF THE DISASTER WILL NEVER BE KNOWN. WHAT IS KNOWN FOR SURE TODAY IS THAT THIS SITE OF A ONCE GREAT CITY IS NOW A SMOKING SEA OF ASH.

LL129PES..

Reprinted from EDITOR & PUBLISHER [illegible]

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"WHEN NEWS ERUPTS . . . ."--The illustration above showing the destruction of Pompeii was used in one of a series of advertisements by *United Press International* in *Editor and Publisher* magazine in 1968. *UPI* staffer Daniel F. Gilmore "covered" the historic event, and his news story is reprinted at the end of this chapter.

Let's Have a Great Big Hand for Handouts . . . .and Reprints Too!

In planning for a workshop, the planning almost always gets around to the subject of Handouts. And well it should--and for a number of reasons.

First of all, the program for any workshop does not allow a lot of time for a lengthy discussion of a lot of topics. Instead, if variety of subject matter is the aim of the workshop, the topics chosen are touched upon to some degree, but not necessarily given what we might call "in-depth" attention.

Here is where the Handout can be a supplemental asset to what is presented by the speaker in the time allotted him by the program planners to cover his topic specialty. But of course, the effectiveness of this supplemental material is only as good as the speaker's care in selection of the material. Handouts for the sake of handing out something are as wasteless as waste paper!

Handouts are also a means of bringing those attending a workshop up-to-date on what's new in their mutual field of interest. This material can be of two kinds. It can be internal--publications published by the workshop's sponsors since the last meeting with participants or the last mailing to them, or perhaps an audio-visual presentation prepared for a special premiere at the workshop. Or it can be external--coming from a number of sources, both local and national--or anywhere you can obtain appropriate material.

For the workshop in Huntsville, the 75 handouts (Count 'em, 75!) came from 35 sources. To mention a few: Associated Press and United Press International: Texas Outlook and Texas Schools, both of the Texas State Teachers Association; and the Texas Education Agency's own Division of Adult and Continuing Education.

To give you an idea of the variety of sources and the materials supplied, a list of Handouts (followed by a sampling of some of them) is printed at the end of this section. An asterick (*) indicates those included in the sampling.

In addition, some of the Handouts are described at length in the Bibliography of this guide. A notation, "(See Bibliography)," at the end of such Handouts indicates it is described in more detail.

Needless to say, all 75 Handouts were not distributed at one time. Where appropriate, some were matched as much as possible with the items on the program for the Huntsville workshop. For example, the reprints, "Not Only the Comics" (Texas Outlook) and "TCHAC! POKK!" (The Houston Post) were handed out just prior to the 10 a.m. Thursday, June 25, 1970, discussion listed on the program as "THOSE OTHER PAGES: 'Using the Comics to Teach and Reach ABE'."

And with such a wealth of Handouts, it was also possible to "surprise" the participants every morning as they took their seats and found a new handout waiting for them. Not to mention the same "surprise" tactic used as they returned from both the morning and afternoon coffee breaks, plus lunch. Plus a handout or two at the end of each workshop day!

Obviously, such a wealth of handouts was not accumulated overnight. Many letters were written--not just those requesting 25 copies of each item but those requesting permission to reprint a number of the items.

The quantity of 25 was chosen for two reasons. First of all, the extra copies were a kind of insurance to accommodate any last-minute participants signing up for the workshop. And--as any journalist will tell you--the extra copies were put into a file--for future reference and future workshops!

To abide by the copyright laws, it is requested that, if you wish to reprint any of the Handouts used in the Huntsville workshop, you should request permission to do so from the sources, which are listed in the Bibliography. In most instances, you would probably receive the same courteous response from them as did the director of the workshop.

Incidentally, if you were asked tomorrow to do a workshop on your speciality, how's your supply of sources for appropriate Handouts?

AMERICAN EDUCATION PUBLICATIONS

You and Your World

AMERICAN NEWSPAPER PUBLISHERS ASSOCIATION FOUNDATION

Headlines 1969. October, 1969, edition of the ANPA's "mini-newspaper," which seeks to provide up-to-date answers to questions students most consistently ask about the daily newspaper field.

"Johnny CAN Read!," an address by Mrs. Virginia Riggs, English teacher, at 1968 University of Iowa Newspaper in the Classroom Workshop.

"THE NEWSPAPER IN THE CLASSROOM PROGRAM: BETTER READERS, BETTER NEWSPAPERS AND BETTER CITIZENS TOMORROW," a speech by Stewart R. Macdonald, manager, American Newspaper Publishers Association Foundation, at the annual meeting of the Wisconsin Secondary School Principals Association, November 3, 1966, Milwaukee, Wisconsin.

"Teaching Materials for the Newspaper in the Classroom Program."

AMERICAN SOCIETY OF NEWSPAPER EDITORS

*"CODE OF ETHICS or Canons of Journalism"

AMERICAN TYPE FOUNDERS

"Handy Type Index"

Rica Rules (plastic)

Wall Chart featuring one-line specimens of American Type Founders type faces.

THE ASSOCIATED PRESS

"The Associated Press," brief history of AP.

"AP Global Operations," by Stanley M. Swinton, assistant general manager and director, World Services, AP.

"Truth Is Our Business," by Paul Miller, president of The Associated Press and president of the Gannett Newspapers. (Reprinted from *The Quill*, February, 1966.

*Reprinted at end of this section

"Thanks, Dad, for all that money for college. We just won the Pulitzer Prize!" (News release).

Copy of The Associated Press full-page ad in the June, 1970, issue of The Quill, telling why "It's Been a GREAT YEAR for AP WIREPHOTOS."

AUSTIN AMERICAN-STATESMAN

"How to Make a Pressman's Hat."

"Let's Visit the Newspaper!"

*Tearsheet of Austin American-Statesman house ad headlined "What You Can Do With this Newspaper besides read it? (Here are 300 helpful suggestions). Wednesday, June 10, 1970, issue of The Austin Statesman, page A54.

GANNETT NEWSPAPERS AND BROADCASTING STATIONS

The Gannetteer, March, 1970, special issue on "Newspaper in the Classroom."

THE GULF COMPANIES

The Orange Disc, March-April, 1970, issue containing color photograph of astronaut Edwin Aldrin Jr. saluting the American flag during Apollo 11 Moon Landing on July 20, 1969.

THE HOUSTON CHRONICLE

*Proofreaders' Marks

Souvenir Historical Edition of The Houston Chronicle (Famous front pages).

THE HOUSTON POST

1962 Pulitzer Prize photograph showing "That Famous (Adlai) Stevenson Shoe Sole of 1962, which appeared in the July 15, 1965, issue of The Houston Post.

"Post's Gene Goltz Wins The Big One--Pulitzer," awarded to reporter Goltz for his articles about government corruption in Pasadena. Tuesday, May 4, 1965, issue of The Houston Post.

"TCHAC! BOKK! In European comics there is no ZAP! Nor is there WHAM! Guns go SBENG! and villains expire with a PLUMP? But who can explain why Mickey Mouse says KLIRR!" Sunday, March 8, 1970, issue of Spotlight magazine, The Houston Post, page 5.

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* Reprinted at end of this section

J. M. HUBER CORPORATION

Huber News. Summer, 1963, issue, containing article on "A Funny Way to Express an Opinion: Editorial Cartoons." (See Bibliography)

Huber News. Fall, 1964, issue, containing article on "AP and UPI: The Battle of the News Giants." (See Bibliography).

ALFRED A KNOPF, INC.

Journalese, Journalism, Journalist, News, and Newspaper quotations from H. L. Mencken's "A New Dictionary of Quotations of Historical Principles from Ancient and Modern Sources." (See Bibliography).

LAUBACH LITERACY, INC.

News for You: Editions A and B of June 3, 1970, issue.

THE LOS ANGELES TIMES

"Historical Headlines: Third Edition." Famous Front Pages of The Lost Angeles Times.

NATIONAL COUNCIL FOR THE SOCIAL STUDIES

"Measuring the Effects of Newspapers in the Classroom," by Paul D. Diederich and Marvin Maskovsky. (See Bibliography).

NEW READERS PRESS

News for You Teacher's Guide.

THE NEW YORK TIMES

Teaching Aids and Resource Materials (Packet)

The School Times (newspaper) and curriculum service booklets on its use in the fifth and sixth grades (Packet)

NEWSWEEK

"PRESS: 'The Prize'," article about the Pulitzer Prizes. May 13, 1968, issue.

NORFOLK PORTSMOUTH NEWSPAPERS INC.

*Newspaper Crossword Puzzle

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* Reprinted at end of this section

OMAHA WORLD-HERALD

*THE ROUGH STORY . . .	Poverty Attack In City Backed By Democrats	"WASHINGTON (AP) - Key Democrats on Capitol Hill . . . . etc."

*Proof of Story Showing Proofreader's Corrections

*Printed Version of Story as It Appeared in the Omaha World-Herald

"Your Omaha World-Herald Covers Omaha, the Midlands, the Nation, the World."

PERFECTION FORM COMPANY

"History in Headlines" (Order blanks).

PUBLIC AFFAIRS COMMITTEE, INC.

1970 Public Affairs pamphlets (Gray folder); Answers to questions parents ask .... (Gold); and Public Affairs pamphlets for today (Light blue).

SIGMA DELTA CHI, Professional Journalism Society

"ARE YOU A WORD MURDERER? Or Are Newspaper Writers Creating a New Americanese?," by Montgomery Mulford, associate editor of Quill and Scroll. (Reprinted from The Quill, December, 1962).

"Four Bananas Aren't Three Bananas and One Elongated Fruit," by James J. Kilpatrick, Washington Star Syndicate, Inc. (Reprinted from The Quill, July, 1967).

"Gold Mine in the Classroom," by Justin M. Fishbein, basic reading editor in the Materials of Instruction Division of Science Research Associates, Inc. (Reprinted from The Quill, May, 1967). (See Bibliography).

"Save Some Words," by Harry Chandler, copy editor, Steel, Cleveland, Ohio. (Reprinted from The Quill, September, 1961).

"We're Shrinking Our Language," by Robert B. Frazier, associate editor, Eugene (Oregon) Register-Guard. (Reprinted from The Quill, December, 1962).

SOUTHWESTERN BELL TELEPHONE COMPANY

"Blue Book of Telephone Numbers"

"Telephone Directory of Texas Newspapers"

*Reprinted at end of this section

TEXAS ASSOCIATION OF SCHOOL BOARDS

"The Living Textbook: Motivating the Student--It Can Be Done." (Reprinted from Texas School Board Journal, September, 1969). (See Bibliography).

TEXAS EDUCATION AGENCY DIVISION OF ADULT AND CONTINUING EDUCATION

"ADULT BASIC EDUCATION: A Step in the Right Direction," a general information brochure on adult basic education in the State of Texas (illustrated).

"Directory of Local Directors for Adult Basic Education Programs, Manpower Development Training Programs, Work Incentive Programs, and Secondary Schools Approved for Veterans Training for High School Diploma or General Educational Development: 1969-1970."

"for your information and files on TESTS FOR ADULT EDUCATION."

"How to Knock Your Reader Semicolon-Conscious," a speech by Luke L. Patrenella Jr. with accompanying transparencies.

"A QUICK LOOK at ADULT BASIC EDUCATION in the STATE OF TEXAS." (Folder prepared for distribution at the Governor's Conference on Technical-Vocational Education held March 23-24, 1970, in Austin, Texas).

TEXAS ELECTRIC COOPERATIVES, INC.

"When the Little Chrome, Yellow-Gloved Hand Points to Six: IT'S TIME to Reminisce," by Luke L. Patrenella Jr. (Reprinted from Texas Co-Op Power, January, 1970).

TEXAS HIGHWAY DEPARTMENT

"Discover . . . . TEXAS . . . . America's Fun-tier" (Four-color pamphlet).

1970 Texas Official State Highway Map

Ride the Texas FOREST TRAIL (Folder)

TEXAS Facts (Folder).

TEXAS PRESS ASSOCIATION

"County Directory of Texas Newspapers"

"List of Texas Dailies and Weeklies"

The Texas Press Messenger issue of December, 1966, containing a special section on the "Living Textbook."

TEXAS STATE TEACHERS ASSOCIATION

"AUSTIN--The public schools and commercial newspapers of Texas are natural partners in a common cause--educating and informing the people . . . ." (News Release headlined "Texas Schools Today: NEWSPAPERS IN THE CLASSROOM" and dated March 19, 1970).

"Many Texas Teachers Use 'Living Textbooks' in Classrooms," by Preston Clark. (Reprinted from Texas Schools, March, 1970). (See Bibliography).

"Not Only the Comics," by Arthur L. Miller. (Reprinted from Texas Outlook, January, 1968). (See Bibliography).

"PR Ideas for School Public Relations"

"Reading Experiment," by Mrs. Nancy J. Hagen. (Reprinted from Texas Outlook, November, 1967). (See Bibliography).

TIME INC.

"NEWSPAPERS: The World's Elite." (Reprinted from Time, January 10, 1969).

"NEWSPAPERS: The Top U. S. Dailies." (Reprinted from Time, January 10, 1964).

UNITED PRESS INTERNATIONAL

*"Pompeii Destroyed by Fire," by Daniel F. Gilmore, veteran journalist and staff member of the United Press International. (Reprinted from UPI advertisement in Editor and Publisher, April 27, 1968).

"Selections: 1969"

THE UNIVERSITY OF IOWA SCHOOL OF JOURNALISM

"Careers in Journalism": Ninth Annual Issue, October, 1966.

THE H. W. WILSON COMPANY

"Cataloging and Indexing Services"

"How to Use the READERS' GUIDE to periodical literature"

WIDE WORLD PHOTOS, INC.

Associated Press photographer Steve Starr's 1970 Pulitzer Prize winner for spot news photography.

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*Reprinted at end of this section

CODE OF ETHICS

or

Canons of Journalism

AMERICAN SOCIETY
OF NEWSPAPER EDITORS

⁂

The primary function of newspapers is to communicate to the human race what its members do, feel and think. Journalism, therefore, demands of its practitioners the widest range of intelligence, or knowledge, and of experience, as well as natural and trained powers of observation and reasoning. To its opportunities as a chronicle are indissolubly linked its obligations as teacher and interpreter.

To the end of finding some means of codifying sound practice and just aspirations of American journalism, these canons are set forth:

I.

Responsibility—The right of a newspaper to attract and hold readers is restricted by nothing but considerations of public welfare. The use a newspaper makes of the share of public attention it gains serves to determine its sense of responsibility, which it shares with every member of its staff. A journalist who uses his power for any selfish or otherwise unworthy purpose is faithless to a high trust.

II.

Freedom of the Press—Freedom of the press is to be guarded as a vital right of mankind. It is the unquestionable right to discuss whatever is not explicitly forbidden by law, including the wisdom of any restrictive statute.

III.

Independence—Freedom from all obligations except that of fidelity to the public interest is vital.

1. Promotion of any private interest contrary to the general welfare, for whatever reason, is not compatible with honest journalism. So-called news communications from private sources should not be published without public notice of their source or else substantiation of their claims to value as news, both in form and substance.

2. Partisanship, in editorial comment which knowingly departs from the truth, does violence to the best spirit of American journalism; in the news columns it is subversive of a fundamental principle of the profession.

IV.

Sincerity, Truthfulness, Accuracy—Good faith with the reader is the foundation of all journalism worthy of the name.

1. By every consideration of good faith a newspaper is constrained to be truthful. It is not to be excused for lack of thoroughness or accuracy within its control, or failure to obtain command of these essential qualities.

2. Headlines should be fully warranted by the contents of the articles which they surmount.

V.

Impartiality—Sound practice makes clear distinction between news reports and expressions of opinion. News reports should be free from opinion or bias of any kind.

1. This rule does not apply to so-called special articles unmistakably devoted to advocacy or characterized by a signature authorizing the writer's own conclusions and interpretation.

VI.

Fair Play—A newspaper should not publish unofficial charges affecting reputation or moral character without opportunity given to the accused to be heard; right practice demands the giving of such opportunity in all cases of serious accusation outside judicial proceedings.

1. A newspaper should not invade private rights or feeling without sure warrant of public right as distinguished from public curiosity.

2. It is the privilege, as it is the duty, of a newspaper to make prompt and complete correction of its own serious mistakes of fact or opinion, whatever their origin.

Decency—A newspaper cannot escape conviction of insincerity if while professing high moral purpose it supplies incentives to base conduct, such as are to be found in details of crime and vice, publication of which is not demonstrably for the general good. Lacking authority to enforce its canons the journalism here represented can but express the hope that deliberate pandering to vicious instincts will encounter effective public disapproval or yield to the influence of a preponderant professional condemnation.

The Austin Statesman

Wednesday, June 10, 1970

What Can You Do With This Newspaper besides read it?

(Here are 300 helpful suggestions)

1. Obtain information.
2. Advertise something you have to sell.
3. Line shelves.
4. Temporary rain hat.
5. Protect area under dog's feeding dish.
6. Training (house-breaking) animals.
7. Lining animal sleeping box.
8. Cover furniture during painting.
9. Grow tomatoes — cut hole for stem, lay tomatoes on paper.
10. Cover plants during frost.
11. Protect car seat when wearing wet clothes.
12. Paper for children to paint on —water paint.
13. Make paper dolls.
14. Popular game — fold figures out of a sheet of paper.
15. Favors for a child's party—hts, clowns, etc.
16. Theme for a child's party — hats, clowns, etc.
16. Theme for a child's party — make costumes, games.
17. Decorate packages.
18. Swat flies.
19. Adult party — most original or amusing hat creation — time limit.
20. Megaphone — rolled up, one end larger.
21. Sun visor — watch parades.
22. Use to sit on wet grass at concerts, etc.
23. Stuff under doors to protect from winter drafts.
24. Use to insulate windows (as storm windows or between storm windows).
25. Stuff in chimney flue if there's no damper.
26. Place in bottom of shoes in winter to keep feet warmer.
27. Use between sheet and blanket for winter insulation.
28. Use between bed springs and mattress for insulation.
29. Put inside jacket for extra warmth.
30. Use strip for book mark.
31. Use figures and shapes for practicing sewing, as schools do.
32. Protect trunk or seats when carrying dirty or wet things.
33. Wrap around ice cream to keep cold longer.
34. Use to start fires.
35. Use to wrap wet garbage.
36. Make pinwheels.
37. Line waste paper baskets.
38. Make special, self-contained and disposable bedside waste baskets.
39. Line bed to protect from soiling.
40. Place under baby's high chair to protect floor.
41. Shred for excelsior for packing.
42. Wrap dishes, glasses for traveling.
43. Put sheets on windows to keep light out.
44. Place at door as mat for wet, muddy shoes or boots.
45. Bird feeder — place on top of snow and put feed on.
46. Cover school books in sudden shower.
47. Replace, temporarily, a broken window or screen.
48. Use to make or remake dress patterns — cut and mark.
49. Place under paint bucket while painting.
50. Use to wrap wet or soiled diapers on a trip.
51. Wrap wet bathing suits on trip home.
52. Place on drain under jars while making jelly.
53. Place on drain when peeling or hulling strawberries — fold and dispose.
54. Place on floor at door to wipe feet.
55. Save and give to paper drive.
56. Place under Christmas tree stand.
57. Place in doors to keep them from rattling.
58. Place under car in garage to keep oil from floor.
59. Use as shoe horn.
60. Paint large piece glued together and use to put electric train on. Paint roads, trees, houses.
61. Make car litter bag.
62. Place on car floor to protect from muddy feet.
63. Place on car window to keep from icing outside.
64. Cover toys or sandbox during sudden downpour.
65. When sending small packages in a large box, place wads between to secure.
66. Use for makeshift table cloth at picnic.
67. Place by phone and jot messages in margin when you're short on paper.
68. Save newspaper on date of child's birth to give to him later.
69. Wrap baby bottle to keep better.
70. When using car rack, place under luggage to protect car.
71. Stuff in shoes to retain shape.
72. Place on floor or table when polishing shoes.
73. Place at door for dripping umbrellas.
74. Wrap small gifts, as for wishing well at a carnival.
75. Use for watching eclipse of sun (put hole in it and show on floor).
76. For conversation piece, wrap shower gift with appropriate part of paper.
77. Wrap fish when fishing.
78. Roll and use for a torch.
79. Place under sleeping bag for protection from dampness.
80. Roll tightly and tie, soak in copper sulfate, dry. Burns in pretty colors like logs.
81. Use as flower basket — place flowers on it on ground and carry.
82. Blot up water.
83. Pack Christmas tree ornaments.
84. Light cigaret from campfire.
85. Frame for modern art.
86. Use for child's pup tent for play.
87. Cut articles for scrap book.
88. Put under large tents for moisture protection.
89. Use on seat in car when changing diaper on trip, fold and throw away.
90. Use to wipe paint brushes.
91. Line storage boxes.
92. Cover food at picnic.
93. Plain sheet for unique place mat.
94. Cut letters and words and use for notes or signs for added interest.
95. Pile up for booster chair for child.
96. Small pile makes a hot plate.
97. Place folded sheet under baby to save wash in emergency.
98. Make Christmas tree ornament —strips cut either side.
99. Use a wad for an improvised ball game.
100. Use for string on tree — small pieces on string can be painted.
101. Cover pile with cloth for seat pad.
102. Desk pad — small pile.
103. Make kites.
104. Make permanent book covers.
105. Protect face while sunbathing.
106. Place under blanket at beach—no sand on blanket.
107. Wad up to pad a costume.
108. Make a pinata.
109. Place between sheet and mattress as a rubber sheet.

110. Place in large ice chest after ice has been in a while. Separates ice and food, prevents soggy food.
111. Make hood for shoulder when washing or drying hair.
112. Use as car sun shade.
113. Put under car wheels when car is stuck in sand, snow or mud.
114. Use on windows as screen when changing at beach.
115. Put over clothes on clothes hanger when storing.
116. Wrap around hanger and cover with cloth — no crease in pants.
117. Poker for fire — tightly rolled.
118. Clean cobwebs — tightly rolled.
119. Let children color pictures.
120. Place over ears under cap for insulation.
121. Place wet photographs on paper in darkroom.
122. Store film and pictures between layers.
123. Shredded up, place in flower vases to support flowers.
124. Use for papier mache puppets.
125. Place under heavy objects on table tops.
126. Wrap sandwiches — extra protection over waxed paper.
127. Use sheets to sort cards or pictures — each space for a category.
128. Place under table cloth to protect table.
129. Use with bed sheets for improvised croup tent for sick child.
130. Draw shape of item to be washed on paper before washing, facilitates blocking.
131. Roll and make a funnel.
132. Wrap oily stencils.
133. Cover furniture when sanding floors.
134. Cover floor under edge of rug when shampooing rug.
135. Mark size of foot when ordering shoes.
136. Use for inexpensive paper to practice typing.
137. Cover chrome when painting car.
138. Wrap around wet flowers when carrying them from church.
139. Use as knee pad when working in garden or weeding.
140. Use small piece as support for wiggly table leg.
141. Line wash basket and use to dispose of weeds.
142. Place on table when children are painting or glueing.
143. Make a large sheet-sized SOS if lost.
144. Plug small holes in walls.
145. Wrap around candle bottoms to make them fit holder.
146. Use as disposable plate when eating watermelon.
147. Place several layers under two layers of waxed paper for cutting board.
148. Use with folded edge down as dustpan.
149. Place flowers to be pressed in a book between two layers — protect book.
150. Place under typewriter when typing to cushion sound.
151. Wrap stencils between for storage.
152. Use between two layers of diapers to waterproof baby.
153. Use to stuff hats to make them keep their shape.
154. Use to stuff handbags when storing.
155. Lay on table and place towel over when drying sweaters.
156. When on a trip, use a sheet to blot and help dry washed rubber baby pants.
157. Use to pad lunch boxes, especially if the thermos is loose.
158. Wrap clock in sheets if it rings too loud.
159. Paint sheets for backdrops for plays.
160. Place strips between toes when polishing nails.
161. Use opened sheets to lay oily parts on when working on car.
162. Wind unused sewing notions (bias tape, rick-rack) on folded sheets to keep them together.
163. Roll up strip and use as a pencil holder.
164. Make disposable hat when painting.
165. Dampen slightly and use to clean typewriter keys.
166. Use folded piece to wind for pompons. Tie one side and cut the other.
167. Use as amateur artist's palate.
168. Emergency pot holder.
169. Lay sheets on fender when working under auto hood.
170. Use sheet to pick up phone if hands are wet or dirty.
171. Make temporary window covering when moving, if curtains are not made.
172. Dispose of small amounts of fat — makes fire burn better.
173. Dispose of paraffin — pour on paper and allow to dry.
174. Sharpen pencils — run side of lead on paper.
175. Open sheet — make sure garbage can lid is on tight.
176. Use loosely rolled to swat dog when training.
177. Use tightly rolled to chase off unwanted animals.
178. Tape strips to molding around doors or windows if you're a beginning painter.
179. Use for marking distances.
180. Cut pieces and put on strings in apple trees in your gardens to keep birds away.
181. Wrap around Christmas trees when carrying — no pitch on hands.
182. Make figures or animals for children's shadow shows.
183. Use strip folded to reinforce corners of boxes.
184. Completely line cardboard boxes to make them stronger.
185. Lay sheets over books on book cases when vacationing — saves dusting.
186. Small folded sheet is a table scraper.
187. Use two small folded sheets to pick up broken raw eggs.
188. Use several sheets to reinforce paper bags that must carry a lot of weight — as cans or battles.
189. Repair book binding with a strip glued on edge.
190. Make artificial flowers and paint.
191. Clothes-pin sheets on line so children can play hide 'n seek or house.
192. Use a folded edge to scrape mud from bottoms of shoes.
193. Cut paper doilies fold and cut (like snowflakes) or weave them.
194. Use sheet for fan.
195. Make paper chains.
196. Use folded sheet as a scoop for Chemicals (HTH for pools).
197. Use folded edge to clean comb when there's no brush available.
198. Add several sheets to rolled up money to impress girl or for play.
199. Place in space under steps to keep pets out temporarily.
200. Place pile on muddy spots that must be walked on, as by door side.
201. Cover storm windows when remodeling or closing.
202. Use to fish something out of a hard-to-reach area.
203. Use to blot lipstick.

204. Line the bottom of a basket that must carry something that might stain, as peaches.
205. Protect against sunburning — lay over paper.
206. Use for umbrella in sudden storm.
207. Make a lamp shade.
208. When making bound buttonholes, mark on strip and sew over.
209. Clean flues for stove—rolled up.
210. Cut and decorate for Hallowe'en masks.
211. Use as an ink blotter.
212. Place in loose shoes to tighten.
213. Make an emergency wick in a candle lighter.
214. Use edge to draw a straight line.
215. Make loose lids tight — place a sheet in top of jar.
216. Place on upholstered seat when child comes to eat.
217. Place on white waxed paper and rub impression (will come off on white paper).
218. Use for bibs when eating spaghetti.
219. Put over face to insure privacy when sleeping — as in park.
220. Make ear plugs — wad.
221. Wax and make into paper cups.
222. Place sheet on seat at ball game and protect clothing.
223. Roll up and cover with cloth for sleeve roll.
224. Source of income — newspaper boys sell it.
225. Shred and use as confetti.
226. Shred to use to restuff children's boys.
227. Make an emergency bottle cork.
228. Mark trails in woods with strips.
229. Paint sheets and use for card section at ball game.
230. Fold and use as sheath for knife.
231. Use a pile for a small step stool.
232. Use to stuff sand bags for floods.
233. Lay on ground and use to lay on to star gaze — no stiff neck.
234. Wave a sheet in a crowd to attract the attention of someone.
235. Use as a reflector when taking pictures.
236. Use different length strips to draw straws.
237. In cars with glass at the top — scenic-cruisers — attach as a visor.
238. Roll and use as a back scratcher.
239. Use to clean gutters on roofs.
240. Take to beach and use to help build sand castles.
241. Place folded sheet under seam next to wrong side when ironing —no seam mark.
242. Place opened sheets on slippery porches — prevents falls.
243. Use as an emergency bath mat —put towel over paper.
244. Place in window and close — no wind rattle.
245. Wrap bottles that are likely to spill when traveling — secure in corner of suitcase.
246. Remake card tables — cover with several layers of newspaper cut to size, and then use a vinyl or other waterproof fabric for a smooth surface.
247. Attach to a card table for children to play store or house.
248. On a camping trip, wrap eggs in paper and place them in a jar.
249. Use the edge to fish out pins which get caught in cracks in the floor.
250. Run a sheet under doors that tend to catch dust.
251. Wax string — melt paraffin thinly on sheet, then rub over string.
252. Place between casserole and larger pot when you want to retain heat.
253. Use as a fan to blow smoke away from your face when barbecuing.
254. Place postage stamps between two layers — no sticking.
255. Place trading stamps between layers, keeping all one kind together.
256. Use a sheet to hide your face if you don't want someone to see you.
257. Use to make papier mache trestles for a train layout.
258. When on vacation, cover your furniture.
259. Use a sheet to flag a car in the dark.
260. Crumple for sound effects on radio.
261. Use a folded side to make roads for children in sand.
262. Use to wipe oil or grease from hands.
263. Wrap piece around frayed shoe lace ends and glue.
264. Use a small rolled piece to dial telephones.
265. Place on floor when carrying hot dishes in car.
266. Stuff in chicken wire before crepe-paper when making floats.
267. Use to fan fires to make them burn better.
268. Use over prongs in emergency plug repair.
269. Use rolled up to beat rugs.
270. Use as wall paper for a doll house.
271. Place under articles to be painted or refinished.
272. When recovering wheel chair arms, use as padding.
273. Use sheet to wipe ink from mimeograph.
274. Use to back picture when framing.
275. Use small circle for a washer in overhead lights; place over screw.
276. Use to make shadow pictures—reflect image of person with light on paper, then draw them out.
277. On a picnic, use to scrape plates.
278. Place toys on a sheet when they get rained on.
279. Make folder for phonograph records.
280. Use as plans or patterns when building or remodeling.
281. Line boxes to keep Easter ducklings and chicks inside until warm weather.
282. Use over tables when children are using modeling clay.
283. Use as temporary dust or rain covers for schoolbooks.
284. Place over wire hangers when drying drip-dry clothes — keeps the hangers from rusting on the clothes.
285. Use under model cars when spray painting.
286. Place on floor under chair when cutting son's hair—saves sweep-up.
287. Several sections on top of crank-type ice cream freezer prevents a cold seat when a child sits on it to keep it steady.
288. Use for lighting oil heaters and furnaces — small strip slightly twisted.
289. Cut into money size and pack under real money in suitcase when paying ransom.
290. Place on freshly mopped floors that must be walked on immediately.
291. Place under ironing board cover as extra padding.
292. Use to hide behind when spying on someone — cut small hole for viewing.

293. Place under Polaroid pictures when applying print coater.
294. Dampen, place on floor, and step on to pick up tiny slivers of broken glass.
295. Use to separate packages of one kind of meat from another in home food freezers.
296. Use on floor between aquarium and sink when changing water in the aquarium.
297. Wrap around soil and roots when moving plants for transplanting.
298. Wrap cold ashes in when cleaning fireplace.
299. Lower window on several sections to protect inside wooden sills from runoff when washing windows.
300. Carry so everyone else will think you're on expert on world affairs.

Austin American-Statesman

308 Guadalupe

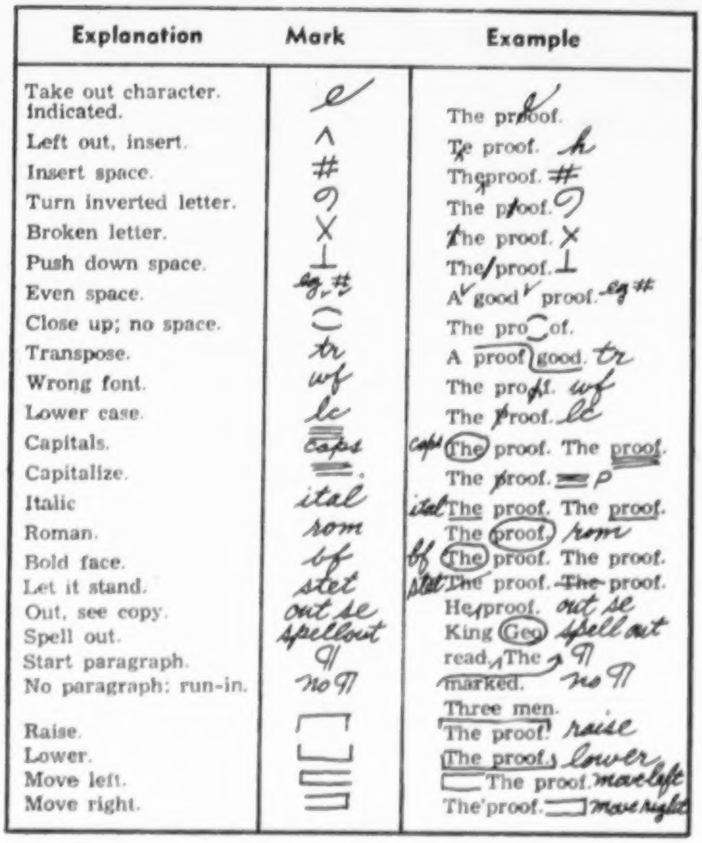
Read By The Decision-Makers of Texas

. . . . and how many other "helpful suggestions" can YOU add to the list?

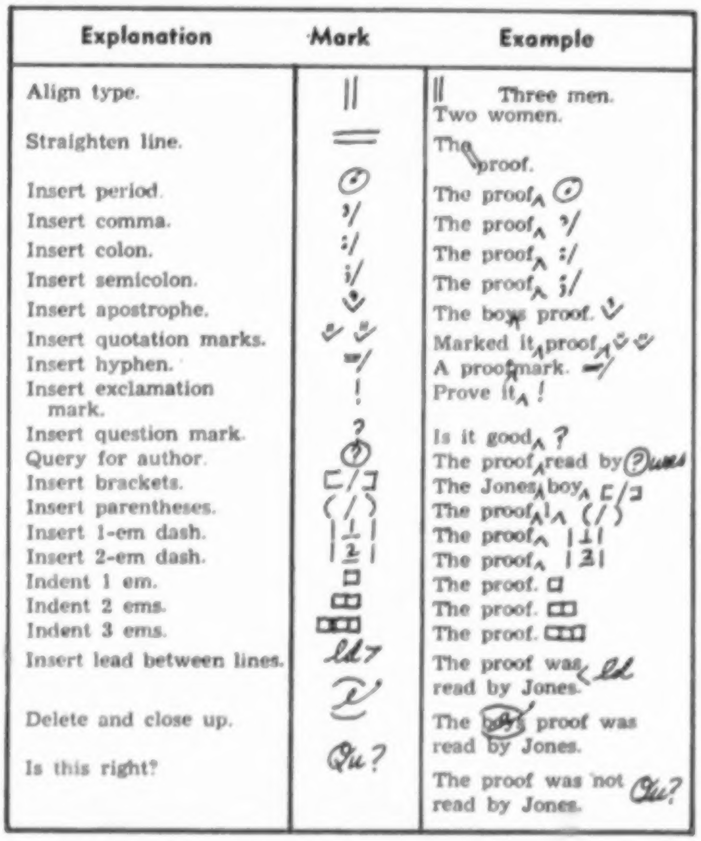
301. ____
302. ____
303. ____
304. ____
305. ____
306. ____
307. ____
308. ____
309. ____
310. ____
311. ____
312. ____
313. ____
314. ____
315. ____
316. ____

Proofreaders' Marks

Here are the proofreaders' marks generally accepted by advertisers and compositors. The demonstrations on this page will be useful in that marks are illustrated, explained and actually used to correct an error in copy. Marks always should be made in margins at left or right and should not be lower than the line being corrected. A medium pencil is best for marking. If doubt exists, write out instructions in full.



Explanation	Mark	Example
Take out character indicated.	ℓ	The pro~~o~~of.
Left out, insert.	^	T^e proof. h
Insert space.	#	The^proof. #
Turn inverted letter.	9	The p~~r~~oof. 9
Broken letter.	X	~~T~~he proof. X
Push down space.	⊥	The/proof. ⊥
Even space.	eq #	A✓good✓proof. eq #
Close up; no space.	⁀‿	The pro⁀‿of.
Transpose.	tr	A proof good. tr
Wrong font.	wf	The pro~~o~~f. wf
Lower case.	lc	The ~~P~~roof. lc
Capitals.	≡ caps	caps The proof. The proof.
Capitalize.	≡	The ~~p~~roof. ≡ P
Italic	ital	ital The proof. The proof.
Roman.	rom	The proof. rom
Bold face.	bf	bf The proof. The proof.
Let it stand.	stet	stet The proof. ~~The~~ proof.
Out, see copy.	out se	He^proof. out se
Spell out.	spell out	King Geo spell out
Start paragraph.	¶	read.^The ¶
No paragraph; run-in.	no ¶	marked. no ¶
		Three men.
Raise.	⊓	The proof. raise
Lower.	⊔	The proof. lower
Move left.	⊏	⊏ The proof. move left
Move right.	⊐	The proof. ⊐ move right



Explanation	Mark	Example
Align type.	‖	‖ Three men. Two women.
Straighten line.	=	The proof.
Insert period.	⊙	The proof^ ⊙
Insert comma.	,/	The proof^ ,/
Insert colon.	:/	The proof^ :/
Insert semicolon.	;/	The proof^ ;/
Insert apostrophe.	’	The boy^s proof. ’
Insert quotation marks.	“ ”	Marked it^proof^ “ ”
Insert hyphen.	=/	A proof^mark. =/
Insert exclamation mark.	!	Prove it^ !
Insert question mark.	?	Is it good^ ?
Query for author.	(?)	The proof^read by (?) was
Insert brackets.	[/]	The Jones^boy^ [/]
Insert parentheses.	(/)	The proof^1^ (/)
Insert 1-em dash.	|1|	The proof^ |1|
Insert 2-em dash.	|2|	The proof^ |2|
Indent 1 em.	□	The proof. □
Indent 2 ems.	□□	The proof. □□
Indent 3 ems.	□□□	The proof. □□□
Insert lead between lines.	ld >	The proof was read by Jones. ld
Delete and close up.	ℓ⁀‿	The ~~boy's~~ proof was read by Jones.
Is this right?	Qu?	The proof was not read by Jones. Qu?

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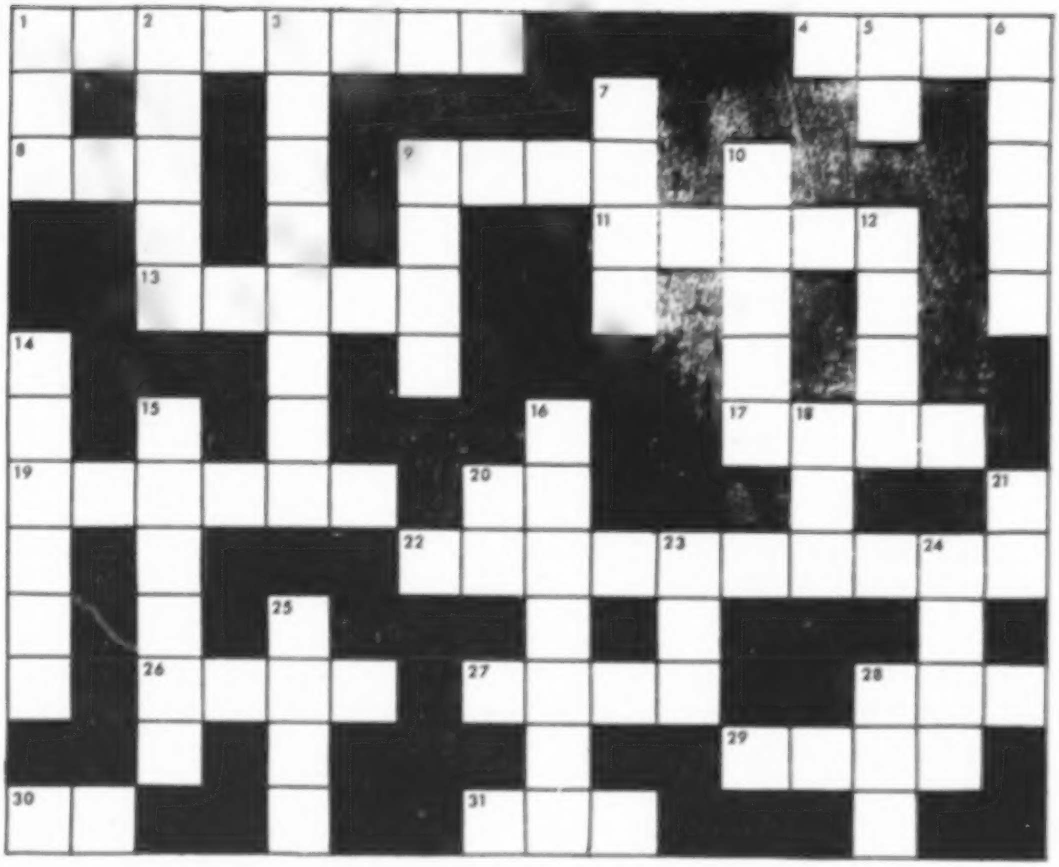
Newspaper Crossword Puzzle

(Permission to reprint this crossword puzzle granted to the Texas Education Agency by Norfolk-Portsmouth Newspapers, Inc., Norfolk, Virginia.)



Newspaper Crossword Puzzle

ACROSS

1. Editorial page heading, giving information about the newspaper.
4. Important factual information about the movement in the world today.
8. Page that carries a detailed weather report.
9. All written stories prepared for printing.
11. A page on which newly set type is reproduced to make possible the early correction of errors.
13. The morning newspaper is named The Virginian-.......
17. Same as No. 9 down.
19. The afternoon newspaper is called the ...... Star.
20. Associated Press.
22. The expressed opinions of a newspaper.
26. The page directly opposite the editorial page.
27. News stories are sent and received over the teletype or the ....
28. Where we can quickly find a summary of the weather report which is located in the top corner of the front page.
29. The title of a story (also called a headline).
30. The morning newspaper.
31. The liquid with which the newspaper is printed.

DOWN

1. The stereotype plate is made from a cardboard-type paper form called a ...
2. An exclusive story.
3. The title over a story (also called a head).
5. Abbreviation for the editor of our newspaper.
6. To emphasize a certain angle of a news story.
7. Metal impressions that make up the reading material within the newspaper.
9. The name of engraved pictures or photographs in newspaper terms.
10. "Peanuts" is a popular ...... strip found in the Ledger-Star.
12. News stories are based on ......
14. The author's name at the beginning of a story.
15. The title of the man who is responsible for the editorial page.
16. Comments on the editorial page are based on ....
18. United Press International.
20. Abbreviation of advertisement.
21. The afternoon newspaper.
23. The most important news is found on this page.
24. The first paragraph of a news story.
25. The reporters' regular area of coverage.
28. Same as No. 28 across.

ANSWERS

Across

1. masthead 4. news 8. two
9. copy 11. proof 13. Pilot
17. cuts 19. Ledger 20. AP
22. editorials 26. Op Ed 27. wire
28. ear 29. head 30. V. P.
31. ink

Down

1. mat 2. scoop 3. headline
5. ED 6. slant 7. type 9. cuts
10. comic 12. fact 14. by-line
15. editor 16. opinion 18. UPI
20. Ad 21. L.S. 23. one 24. lead
25. beat 28. ear

Material Furnished as a Public Service
by The Omaha World-Herald, Omaha, Nebraska

36P

P.16

Poverty Attack In City Backed By Democrats

9

16.9

~~Johnson-Cities Bjt 49~~

WASHINGTON (AP) - Key Democrats on Capitol Hill pledge support for President Johnson's proposed $10,400,000,000 [redacted] assault on urban ills, echoing his warning that immediate action is needed if the nation's big cities are to be revitalized.

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"Today's challenge is in urgent one," said Mr. Sparkman. "We retreat or hesitate at our own peril."

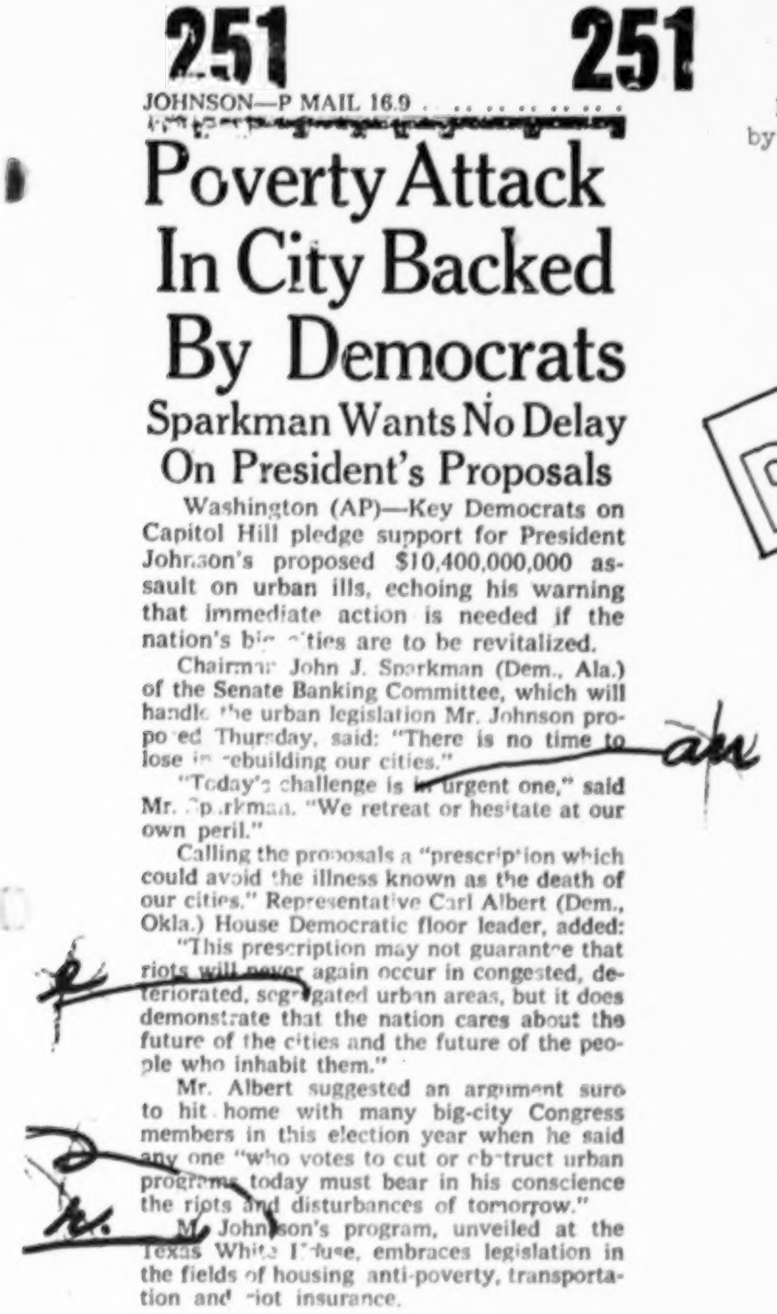
Calling the proposals a "prescription which could avoid the illness known as the death of our cities," Representative Carl Albert (Dem., Okla.), House Democratic floor leader, added:

"This prescription may not guarantee that riots will never again occur in congested, deteriorated, segregated urban areas, but it does demonstrate that the nation cares about the future of the cities and the future of the people who inhabit them."

Mr. Albert suggested an argument sure to hit home with many big-city Congress members in this election year when he said anyone "who votes to cut or obstruct urban programs today must bear in his conscience the riots and disturbances of tomorrow."

Mr. Johnson's program, unveiled at the Texas White House, embraces legislation in the fields of housing, antipoverty, transportation and riot insurance.

Material Furnished as a Public Service
by The Omaha World-Herald, Omaha, Nebraska



251 251

JOHNSON—P MAIL 16.9

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proof

THE STORY AS PRINTED...

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038A

POMPEII 8/27 NX

BY DANIEL F. GILMORE

WITH THE ROMAN FLEET OFF NAPLES, AUG. 27, 79 A.D. (UPI)--POMPEII EXISTS NO MORE.

THAT LOVELY CITY OF VILLA AND FOUNTAIN AND MOST OF ITS INHABITANTS HAVE BEEN BURIED BENEATH 12 FEET OF VOLCANIC STONE AND ASH HURLED FROM VESUVIUS IN THE MIGHTIEST ERUPTION IN RECORDED HISTORY.

THE LAST OF A THREE-DAY SERIES OF ERUPTIONS TOOK PLACE YESTERDAY BUT TRACES OF ASH AND CHOKING FUMES REMAIN IN THE AIR. LANDING PARTIES HAVE ESTABLISHED THAT THE TOWN OF HERCULANEUM AND THE PORT OF STABIAE HAVE ALSO BEEN ENGULFED.

IT WILL BE DAYS BEFORE THERE CAN BE AN EVEN APPROXIMATELY ACCURATE ESTIMATE OF THE CASUALTIES AMONG POMPEII'S 20,000 OR SO RESIDENTS. BUT THERE CAN BE NO DOUBT THAT THE LOSS TO THE EMPIRE WILL BE GREAT.

AMONG THE CONFIRMED DEAD IS THE DISTINGUISHED HISTORIAN, WARRIOR AND STATESMAN, PLINY THE ELDER, 56. HIS FLEET WAS AT MISENUM, WEST OF NAPLES, WHEN THE FIRST ERUPTION TOOK PLACE AUG. 24. HE SET SAIL AT ONCE FOR HERCULANEUM TO DETERMINE WHETHER HE COULD HELP THE POPULACE, BUT ARRIVED TOO LATE. SO HE PROCEEDED TO STABIAE WHERE, CHARACTERISTICALLY, HE INSISTED ON GOING ASHORE FROM THE SAFETY OF A FLAGSHIP TO SEE THINGS AT FIRST HAND. HE WAS SUFFOCATED BY VOLCANIC FUMES.

IN RETROSPECT, IT CAN BE SAID THERE WAS PORTENT OF THIS GREAT DISASTER. FOR DAYS BEFORE THE FIRST GREAT ERUPTION, EARTHQUAKES HAD SHAKEN THE WHOLE OF THE CAMPANIA AREA. HOWEVER, TREMBLORS HAVE NOT BEEN UNUSUAL SINCE THE LAST GREAT EARTHQUAKE OF 17 YEARS AGO. BUT VESUVIUS ITSELF HAD BEEN DORMANT FOR CENTURIES.

MORE LL1225PES

- more -

039A

1ST ADD POMPEII (038A) XXX CENTURIES.

THERE ARE MEMBERS OF THE NEW FANATICAL CHRISTIAN SECT WHO NOW SAY THESE CONVULSIONS OF THE EARTH AND THE EXPLOSION OF VESUVIUS WERE HEAVENLY VENGEANCE FOR THE LICENTIOUS COMPORTMENT OF THE LUXURY-LOVING POMPEIANS, ONE OF WHOM ADORNED HIS HOUSE WITH THE SLOGAN "HAIL, PROFIT."

OTHERS SAY THE GODS OF THE EMPIRE WERE RESPONSIBLE FOR POMPEII'S FATE.

WHATEVER THE SOURCE, DISASTER HAS BEEN COMPLETE.

IN A MEMO WRITTEN FOR UPI, PLINY THE YOUNGER SAID THE FIRST ERUPTION ON AUG. 24 SENT UP A CLOUD "LIKE A PINE TREE."

"IT SHOT UP TO A GREAT HEIGHT," HE SAID, "AND THEN SPLIT INTO SEVERAL BRANCHES, BLOTTING THE SUN FROM THE SKY."

PLINY THE YOUNGER SAID SURVIVORS OF HIS UNCLE'S SHORE PARTY TOLD HIM THAT THE PANIC-STRICKEN INHABITANTS OF STABIAE RAN AROUND THE STREETS WITH PILLOWS TIED ON THEIR HEADS TO PROTECT THEM AGAINST THE HAIL OF STONES FROM THE DARKENED SKY.

"NOW IT WAS DAY ELSEWHERE," HE SAID, "BUT THERE, NIGHT DARKER AND DENSER THAN ANY NIGHT, BROKEN A LITTLE BY NUMEROUS TORCHES AND LIGHTS OF VARIOUS SORTS."

THERE CAN BE NO DOUBT THAT SCENES OF HORROR LIE BENEATH THE MANTLE OF STONE AND ASH THAT NOW COVERS POMPEII. THOUSANDS MUST HAVE BEEN BURIED ALIVE AS THEY TRIED TO FLEE OVER THE CHARIOT-RUTTED PAVING STONES TO THE OPEN COUNTRYSIDE.

AS MANY MUST HAVE DIED AS THEY WERE--STUDENTS IN SCHOOLS, GLADIATORS IN THEIR BARRACKS, SLAVES IN THE FORUM, ETC.--EITHER TOO STUNNED TO MOVE OR HOPEFUL THAT IT WOULD PASS OVER QUICKLY.

- m o r e -

Add 2 - POMPEII

UNLESS POMPEII IS SOMEDAY EXCAVATED, FULL DETAILS OF THE DISASTER WILL NEVER BE KNOWN. WHAT IS KNOWN FOR SURE TODAY IS THAT THIS SITE OF A ONCE GREAT CITY IS NOW A SMOKING SEA OF ASH.

LL1231PES..

- 3 0 -

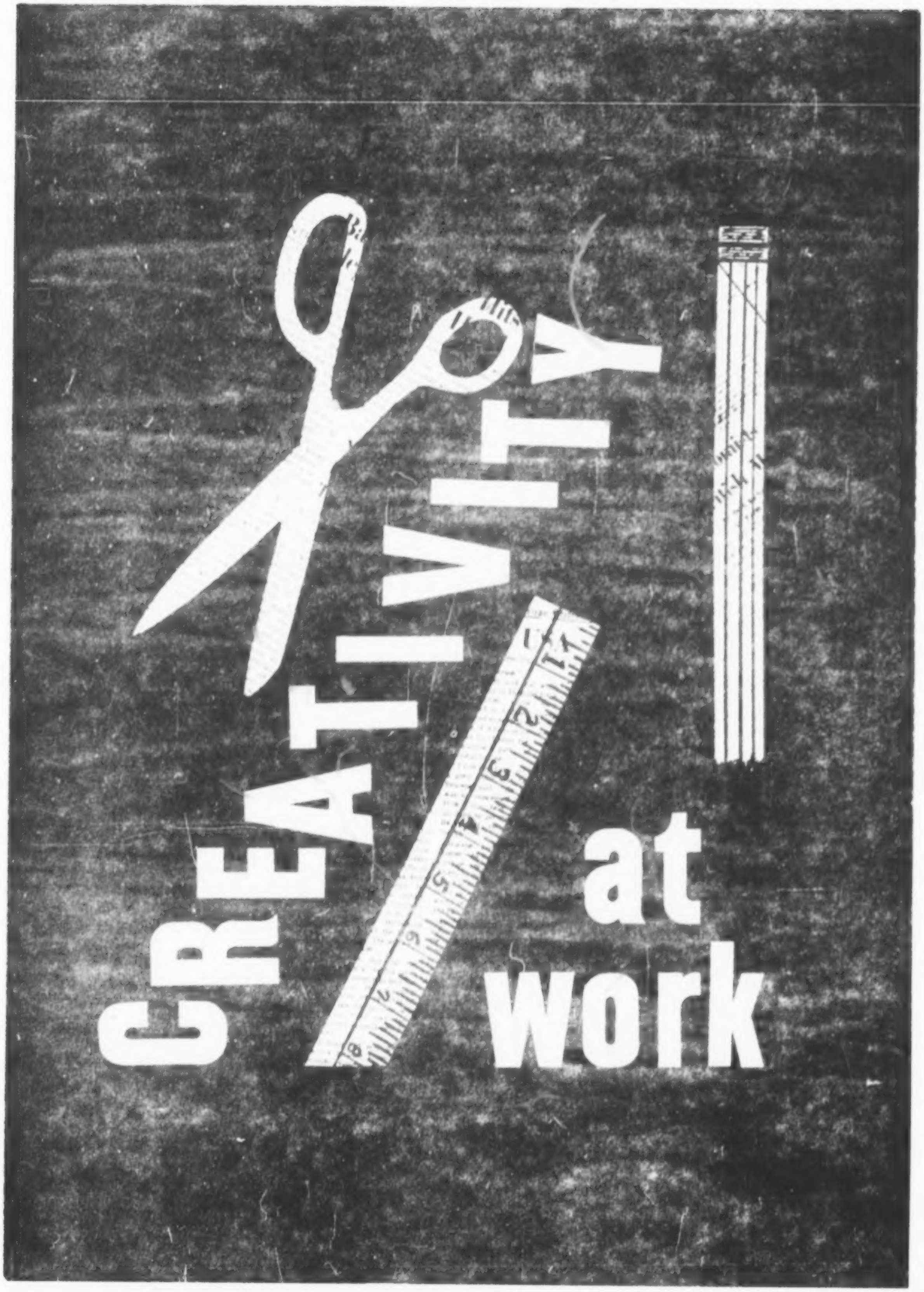
(Reprinted from EDITOR & PUBLISHER for April 27, 1968)

Editor's Note: Altogether, there were 13 advertisements in the United Press International's "UPI is at the scene" historical series, a log of which appears on the next page.

SERIES OF ADVERTISEMENTS RUN BY THE UNITED PRESS INTERNATIONAL IN EDITOR AND PUBLISHER MAGAZINE

Date Published	Subject of Article	Dateline	UPI is at the scene
January 13, 1968	David (Slays Goliath) by Louis Cassels	SOCOH, PALESTINE, Aug. 15, 1020 B. C.	Anyone care to challenge this kind of reporting?
January 20, 1968	Franklin (Flies Kite) by Joseph L. Myler	PHILADELPHIA, JUNE 13, 1752	For additional spark . . .
January 27, 1968	(Spanish) Armada by Robert Musel	LONDON, JULY 23, 1588	Is your telegraph desk awash with watered down copy?
February 3, 1968	Columbus (in New World) by H. D. Quigg	GUANAHANI, BAHAMA ISLANDS, OCT. 12, 1492	Looking for a new world in reporting and writing?
February 17, 1968	(Fire Sweeps) Rome by Richard H. Growald	ROME, JULY 18, 64	Clear-cut reporting and writing a burning issue for you?
February 24, 1968	Manna-Hatta (Island Sale) by Jack V. Fox	MANNA-HATTA, NEW NETHERLANDS, JUNE 6, 1626	Bartering for real estate . . .
March 16, 1968	(Magna) Charter by Joseph W. Grigg	RYNNYMEDE, ENGLAND, JUNE 19, 1215	Are you exercising your rights . . .
April 20, 1968	(Great) Wall (of China) by Charles R. Smith	HSIENYAND, 23RD DAY, 9TH MONTH, 36TH YEAR OF CHIN	A Great Wall between you and the news?
April 27, 1968	Pompeii (Destroyed) by Daniel F. Gilmore	WITH THE ROMAN FLEET OFF NAPLES, AUG. 27, 79 A. D.	When news erupts, will you get the report?
June 15, 1968	Minutemen by Stanton Berens	LEXINGTON, MASS., APRIL 19, 1775	The midnight write of UPI
July 20, 1968	Balboa (Discovers Pacific Ocean) by Wilbur G. Landrey	A PEAK SOMEWHERE IN DARIEN (PANAMA), SEPT. 26, 1513	At sea about covering the news? UPI can discover it for you.
September 21, 1968	Olympiad by Fred Down	MOUNT OLYMPIA, HELLAS, AUG. 10, 720 B.C.	Good news travels fast. All news travels fast. UPI makes sure of it.
November 16, 1968	Surrender (at Yorktown) by John N. Fallon	YORKTOWN, VA., OCT. 19, 1781	Battling to capture the news? UPI's army is for hire.

Supply
and Demand


CREATIVITY
at work

A Check List of Items Needed to Have a Productive Newspaper Workshop

Production workshops, such as a newspaper in the classroom workshop, require many of the basic items found in an elementary classroom. Such as pencils and paper, and scissors and rulers--to name a few.

The list of materials does not have to be extensive to match and meet the creative talents of the teachers. Nor should the items on the list be expensive. If a plastic ruler costs less than a wooden ruler with a metal edge, buy the plastic one.

Here is a list of items that were ordered for the Huntsville workshop. Again, a word about economy. If your budget is limited, you could get by without the construction paper.

- Newspapers
- Writing Paper
- Poster Board
- Construction Paper
- Writing Instruments (Pencils, Pens, etc.)
- Rulers
- Scissors
- Rubber Cement
- Erasers (and other correctional materials)
- Reference Materials

Newspapers

It is preferable to use the latest editions of the local newspaper. For example, if the workshop is being held in Austin, Texas and begins on a Monday morning (repeat: morning), be sure you have made arrangements to have *The Austin American*, the morning paper, available before the workshop begins. If the workshop began later in the day, use *The Austin Statesman* for the opening session.

Also, be sure you plan to have at least five copies more than there are participants. And here's why. You should keep two copies on file to assure you have a complete clipping file. Those two copies are your insurance against shortchanging yourself if you need to use illustrated materials that are printed back to back. The other extra copies will provide the same kind of insurance for the participants as they create their lesson plans.

Because the Sunday edition of a newspaper is the biggest edition of the newspaper, you should also consider making copies of it available to the participants. Many of the illustrations in this guide came from the Sunday, June 21, 1970, edition of *The Houston Post*.

A final thought.

What will it cost to obtain copies of the newspapers? The price varies. Many newspapers participating in the newspaper in the classroom program are happy to supply free copies of their newspapers. Others may allow you a discount price. Still others may charge you the regular price.

The instructional benefits to be derived from a newspaper in the classroom workshop more than offset the price.

Writing Paper

A supply of bond paper should be available to each teacher in the workshop. Many directors of workshops include a packet of paper in the materials handed out at registration. Sometimes, the supply is a few sheets. Sometimes, it is a ruled pad. Again, the budget will dictate quantity and quality. But there should be a supply of paper available during all the "productive" hours of the workshop.

Poster Board

A suggested size of poster board to include in your workshop budget is 22x24 inches. While white is acceptable, you might remember that most newsprint is white, and the choice of a white poster board isn't going to provide the layout with much contrast. Poster board comes in a wide assortment of colors, which will do much to set off the newspaper illustrations--particularly a whole front page.

Suggestion: The professional photographer who shot the illustrations in Section Two, "A Treasury of Newspaper in the Classroom Lesson Plans Prepared by and for Teachers in Adult and Continuing Education," stresses the importance of leaving a sufficient margin around the perimeter of the poster board. He suggests at least a two-inch margin on all four sides of the rectangle. With this much margin, you should have no trouble photographing the layout either for illustrative purposes in publications such as this guide or as slides or transparencies in audiovisual presentations.

Incidentally, the 22x24-inch poster board will accommodate the whole front page of most newspapers and leave the recommended two-inch margin. The photograph of the Sunday, June 21, 1970, edition of The Houston Post, the first of the six daily copies of the Post used by the workshop participants, was photographed in this manner. See the back of Page 19.

Construction Paper

Let's face it. Newspapers traditionally have maintained their "good gray" look for hundreds of years.

But this blah format does not mean the teacher can't dress up the newspaper in the classroom materials when they are presented to the students.

Construction paper--available in a variety of sizes and a myriad of colors--can turn a black-and-white or dull gray advertisement in a Sunday edition into a Sunday-best illustration.

Clip any ad out of the newspaper, paste it on a red piece of construction paper, and see if you don't agree you've created a red-letter illustration!

Marking Time

Each teacher in the workshop should have access to a variety of marking items: pencils (preferably soft lead because it photographs better), felt pens (thin- and broad-line), and crayolas.

As you use these writing materials, recall those instances you attended a meeting and the speaker directed your attention to an illustration. Remember those instances where you could not make out what the illustration had printed on it.

You can avoid losing your audience if you will make your lettering for posters and other illustrations at least two inches high. Even three-inch letters are worth considering.

Remember the purpose of any written material is to communicate. If the lettering is too small for the viewer to get the message, you have broken the chain of communication.

In other words, like the headlines in a newspaper, the printing in layouts should be an attention-getter.

Got the message?

P. S. AND DON'T FORGET THE PENCIL SHARPENER!

Rulers

Teachers preparing newspaper in the classroom materials need a straight edge to square off their illustrations. This ruler should be a least 18 inches long (remember some illustrations will be mounted on poster board).

And don't overlook the yardstick. Its price is comparable, or even cheaper than, the conventional 12-inch classroom ruler.

Scissors

Choose a good pair of scissors for your teachers to cut out their illustrations. The sharper the blade, the better the look of the cut-out article.

Suggestion: The director of the workshop might be able to borrow several pairs of good scissors. And inasmuch as the teacher will be working in groups around tables, check the scissors out to the teacher designated as group leader and have that teacher sign for the scissors.

A Sticky Situation

Rubber cement works best in pasting up newspaper in the classroom illustrations.

The illustration to be mounted adheres best if the back of it is completely coated with the rubber cement. This thoroughness of coating will prevent buckling of the illustration as and after it dries. Be sure to smooth out the excess rubber cement to prevent "bubbles" in the illustration.

For larger illustrations, such as a whole front page of the newspaper, apply the rubber cement to the top upper fourth of the illustration and paste it down. Continue in this manner down the page.

Newsprint is a cheap quality of paper. For this reason, it needs to be completely dry before attempting to remove the excess rubber cement that spills out along the edges as you smooth out the coated illustration. Trying to remove this excess too soon may "erase" some of the illustration and mar its final appearance.

Rubber cement is easily removed after it is dry. That five minutes of waiting time can be used to work on another portion of the illustration or even a new illustration.

The fact that items pasted down with rubber cement, unlike most of the other adherents, can be removed is one of the adherent's selling factors to layout artists and teachers alike. For example, when a better illustration to illustrate a particular newspaper in the classroom concept turns up, the teacher can replace it easily without, say, buying a new piece of poster board on which to mount it.

Caution: Again, the quality of newsprint does not guarantee the illustration being removed won't get torn. But the percentage of success far outweighs the chance of an illustration being ruined as it is removed.

You Must Be Mistaken

OOPS!

Don't panic. Everyone makes mistakes, but science and human ingenuity have, for the most part, devised a means of glossing over errors.

Art gum erasers, as any layout artist will tell you, are essential tools of the trade. Include them in your workshop budget.

Sign painters--and aren't headline writers akin to them!--will transpose letters and not discover their mistake until they stand back to admire their work.

So you've just finished the layout, and you discover you misspelled m-a-t-h-m-a-t-i-c-s (You left the E out: m-a-t-h-E-m-a-t-i-c-s).

What to do?

The art gum or the eraser on a pencil should correct most mistakes neatly. But don't overlook the possibility of using some of that white correction fluid typists use to correct typing errors. If applied right, the error is often hard to spot.

Reference Materials

A good dictionary is as necessary at a newspaper in the classroom workshop as a newspaper. The availability of this particular reference work can save a lot of valuable minutes when the lesson plans or other copy is edited.

While a thesaurus is not mandatory, its availability could be the difference in producing copy that will keep your readers interested. Other references that could come in handy would be "The Texas Almanac" and "The World Almanac."

Hints for
the Taking

"GRADUATION DAY"--Participants in the Huntsville workshop received "mortar boards" made out of newspapers on the closing day of the workshop. The easy steps to follow in making these hats are included as one of the "Hints" in this chapter.

Help Yourself to Some Helpful Hints

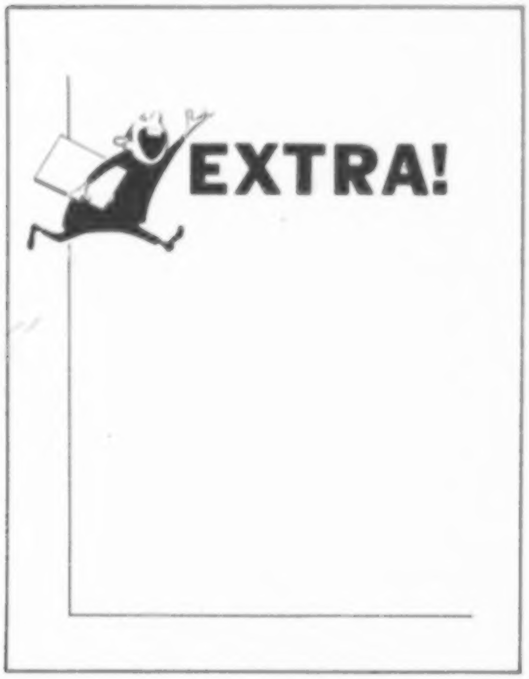
As a closing chapter to this section of the teacher's guide, we offer a potpourri of hints to make your newspaper in the classroom workshop not only a bit more interesting but practical to the participants. Each of the hints that follow were tried out in Huntsville and worked well to keep production flowing, which is all you can ask for in a production workshop.

Keeping Things Uniform--Typography-Wise

This little newsboy yelling "EXTRA!" throughout this guide has been one of its typographical themes, just as the divider pages have been one of its unifying means of makeup.

This little newsboy was also used on the sheets of work paper handed out to the participants as shown below. In addition, one of the consultants at the workshop provided the similar "Quick Look" sheet shown below.

Both pages are the standard letter size (8½x11 inches) and were duplicated ahead of time. In Section II of the guide, you will find several examples of how the teachers used the work sheets to display some of their assignments.



You can come up with your own "personalized" work paper; and if you can tie its design into some theme for your workshop, so much the better.

News Release About Participant's Attendance

Earlier in this section, you were introduced to some techniques for publicizing your workshop. But there's another technique not to overlook, and that's getting a news release about the workshop to the hometown newspaper of the workshop participants.

The example at the end of this chapter was prepared by the Region VI Education Service Center in Huntsville to advise the hometown paper that one of the residents in its circulation area had attended the workshop. As you can see, the release has blanks for the participant to fill in--with the minimum of effort.

Also, note the release is triple-spaced, which provides the editor sufficient "elbow" room for editing. It also has (in its upper left-hand corner) the name of the person to contact for additional information. Inasmuch as this example was typed on letterhead, it has the Region VI telephone number. But if the telephone number was not on the release, it should be listed--preferably under the name of the person to contact.

An even better way of using this particular technique is to send out a similar release to the hometown paper prior to the workshop. Of course, the facility in doing this depends on timing--that is, whether or not you have filled all your available slots with participants. But if some slots are still not filled as the starting date for the workshop nears, send out releases on the confirmed participants and use the release in the example to take care of the participants who register late.

Hometown Newspapers Make Participants Feel Welcome

As soon as participants sign up for your workshop, you might begin planning a special kind of welcome for them by writing to their hometown newspaper and asking for a complimentary copy. (Some large cities, such as Houston, have more than one newspaper, so you should consult the "Lists of Newspapers" section in the Bibliography of this guide to determine if more than one paper is published there.)

There are two ways you can use these newspapers to welcome the participants to the workshop. You can hang copies of the front pages of the paper around the room in which the workshop will take place. (Use masking tape as it is easy to remove and does not leave a mark on walls.)

If you elect to display the front pages around the room, fine. But when you do so, why not schedule some time--say, not more than two minutes per participant--and hav a "show and tell" session. Let the participants talk about their hometown newspape what they like and dislike about it--and how they'd improve its content and format if they were its publisher.

But don't let the session run overtime. Remember, time in a production workshop is the vital factor that determines the quantity and quality of materials produced!

The other way of using these newspapers is to cut out the nameplates, mount them on poster board, and display them during the workshop. Examples of this technique are shown in the two photographs at the end of this chapter. (Note that there are two nameplates for San Antonio--the Express and News and Sunday Light--to show examples of two newspapers published in the same city.)

Tour of the Newspaper

Teachers in the Huntsville workshop took a tour of the plant where The Huntsville Item is published as one of the programed activities of the newspaper in the classroom workshop.

This is a good out-of-the-classroom activity to plan for your workshop. It breaks the monotony of too much sitting and provides the teachers with a better understanding of how their "textbook" is published.

In the picture below, Bassett Keller, publisher of the Huntsville paper, explains the procedure for printing a page of his East Texas newspaper to the workshop participants.

How to Make a Pressman's Hat

As mentioned in the cutline on the back of the divider page of this chapter, you can present the participants with pressman's hats as signs of their "graduation" from the workshop. Of course--if time permits, it would be a better activity if you let the teacher's make their own hats.

Thanks to the Austin American-Statesman, Austin, Texas, this chapter includes the directions for making a pressman's hat. As the cartoon character says on the first page of the directions, "It's easy! Just follow my directions."

Permission Granted

One of the reasons this guide has been so long in preparation is the necessity of getting permission from the many newspapers and wire services, publishers, and advertisers to use certain materials for illustrative purpose.

At least a 100 letters were written prior to the workshop requesting materials. These letters in turn were followed up by others requesting permission to use some of these materials in the lesson plans developed by teachers at the Huntsville workshop.

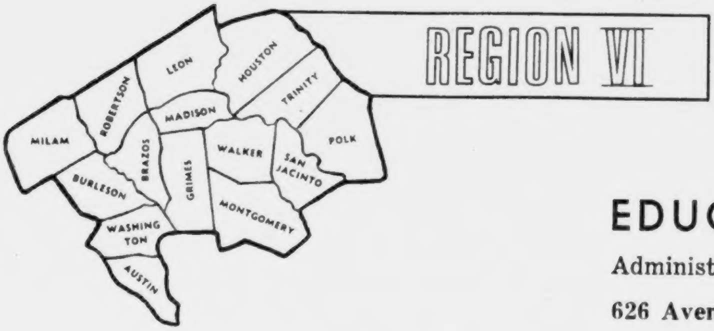
The importance of getting this permission cannot be stressed too much. After all, the copyright laws exist to protect the creative efforts of the originators of printed materials.

In virtually all instances, the individuals and organizations queried were only too happy to permit their materials to be used. And in one or two instances, the source waived its usual fee for the use of its material.

An example of this courtesy is shown in the letter at the end of this chapter from Johnny Hart, the cartoonist who draws the popular "B. C." comic strip.

It is to the cartoonists with this kind of Hart and the other sources who gave so generously of their materials that the Texas Education Agency's Division of Adult and Continuing Education owes a deep sense of gratitude.

Without such materials to illustrate it, this newspaper in the classroom guide would be lean on much of the instructive "muscle" it needs as an effective weapon against illiteracy in the State of Texas.



EDUCATION SERVICE CENTER
Administration: 713/295-9161 **Media: 713/295-9163**
626 Avenue K **P. O. Box 336** **Huntsville, Texas 77340**

Contact: W. Bryan Shaver
Adult Basic Education Coordinator

FOR IMMEDIATE RELEASE

June 26, 1970

Mr.
Mrs. ______________________________, ______________________________,
Miss (Name) (Home Address)

participated last week (June 22-26) in an adult basic education workshop in Huntsville on the use of the newspaper in the classroom of adult education.
(Name of Workshop)

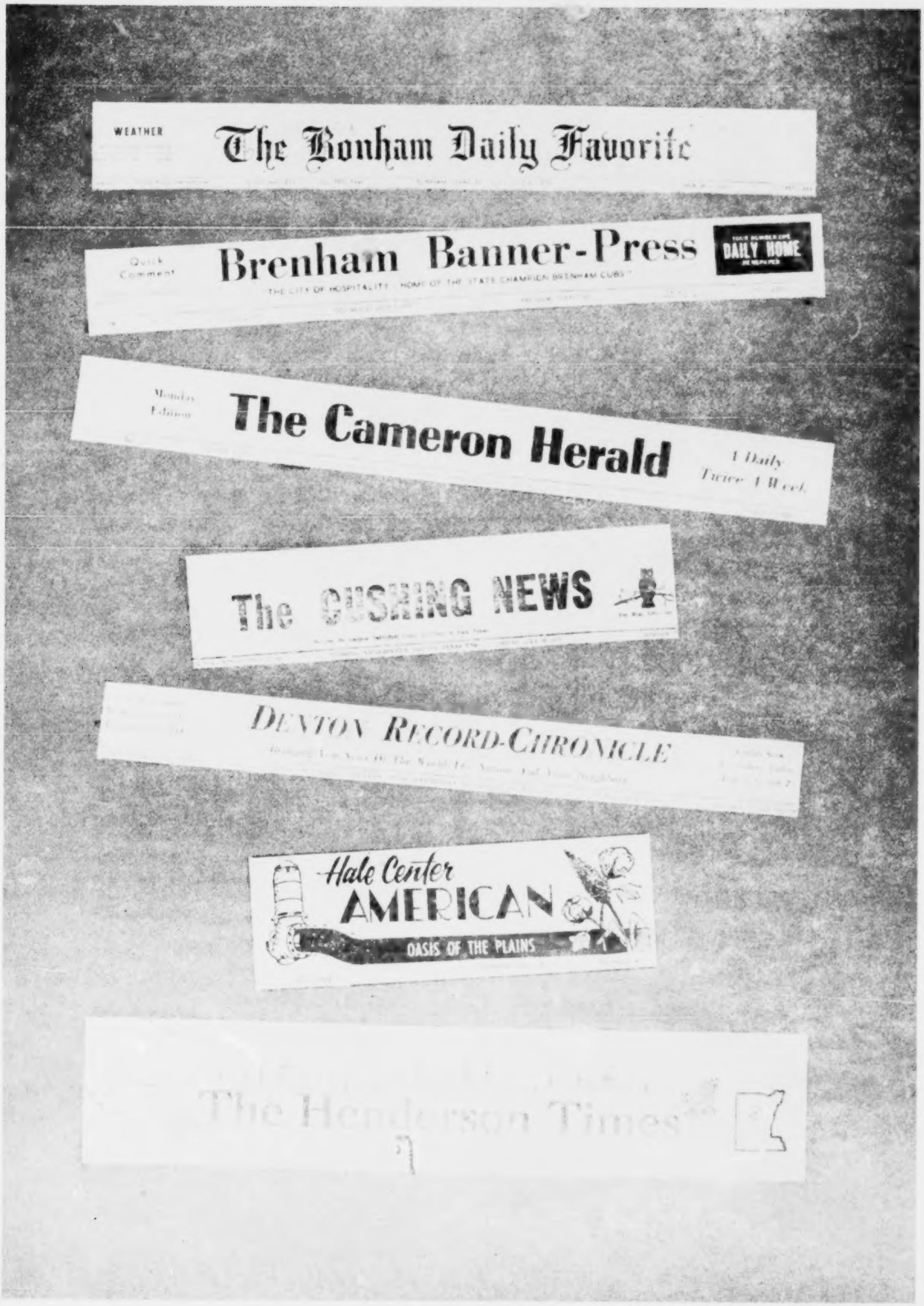
Mr.
Mrs. ____________________________ is a ____________________________
Miss (Last Name Only) (Kind of Teacher)

at ____.
(Name of School)

The week-long workshop at the Holiday Inn was one of four sponsored by the Texas Education Agency's Division of Adult and Continuing Education and the Region VI Education Service Center in Huntsville.

Agency consultants who conducted the workshops were Ramon C. Lopez, occupational orientation; Luke L. Patrenella, Jr., using the newspaper to teach in the adult education classroom; Elwyn C. Williams, English as a second language; and James C. Woodman, revision of a handbook for administrators of adult basic education programs.

- 3 0 -



WEATHER

The Bonham Daily Favorite

Quick Comment

Brenham Banner-Press

DAILY HOME

THE CITY OF HOSPITALITY — HOME OF THE STATE CHAMPION BRENHAM CUBS

Monday Edition

The Cameron Herald

A Daily Twice A Week

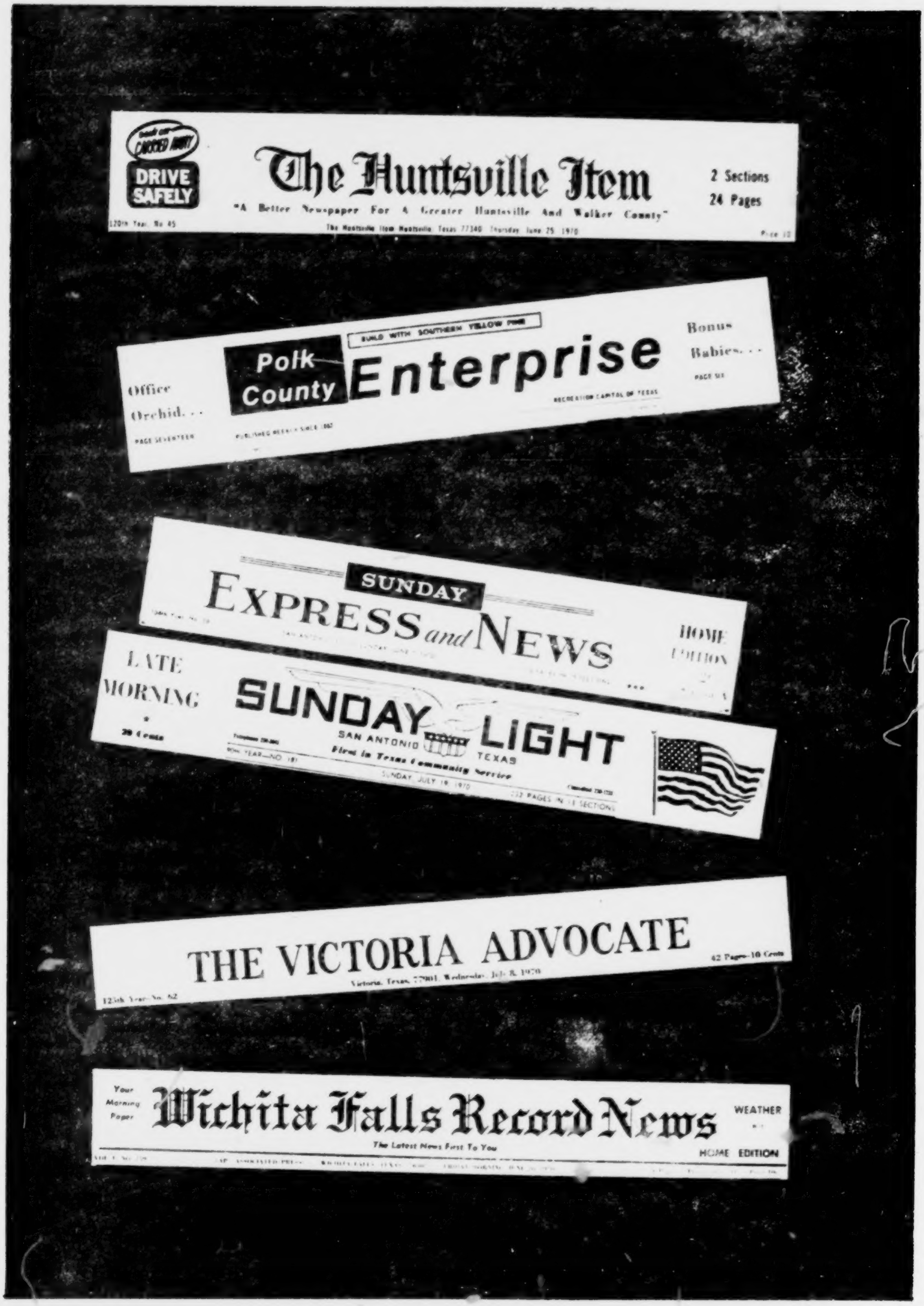
The CUSHING NEWS

DENTON RECORD-CHRONICLE

Hale Center AMERICAN

OASIS OF THE PLAINS

The Henderson Times



DRIVE SAFELY

The Huntsville Item

"A Better Newspaper For A Greater Huntsville And Walker County"

2 Sections

24 Pages

120th Year, No 45

The Huntsville Item Huntsville, Texas 77340 Thursday, June 25, 1970

Price 10

BUILD WITH SOUTHERN YELLOW PINE

Polk County Enterprise

Office Orchid . . .

PAGE SEVENTEEN

PUBLISHED WEEKLY SINCE [illegible]

RECREATION CAPITAL OF TEXAS

Bonus Babies . . .

PAGE SIX

SUNDAY

EXPRESS and NEWS

HOME EDITION

LATE MORNING

20 Cents

SUNDAY LIGHT

SAN ANTONIO TEXAS

First in Texas Community Service

90th YEAR—NO. 181

SUNDAY, JULY 19, 1970

232 PAGES IN 13 SECTIONS

THE VICTORIA ADVOCATE

42 Pages—10 Cents

Victoria, Texas, 77901, Wednesday, July 8, 1970

125th Year—No. 62

Your Morning Paper

Wichita Falls Record News

WEATHER

The Latest News First To You

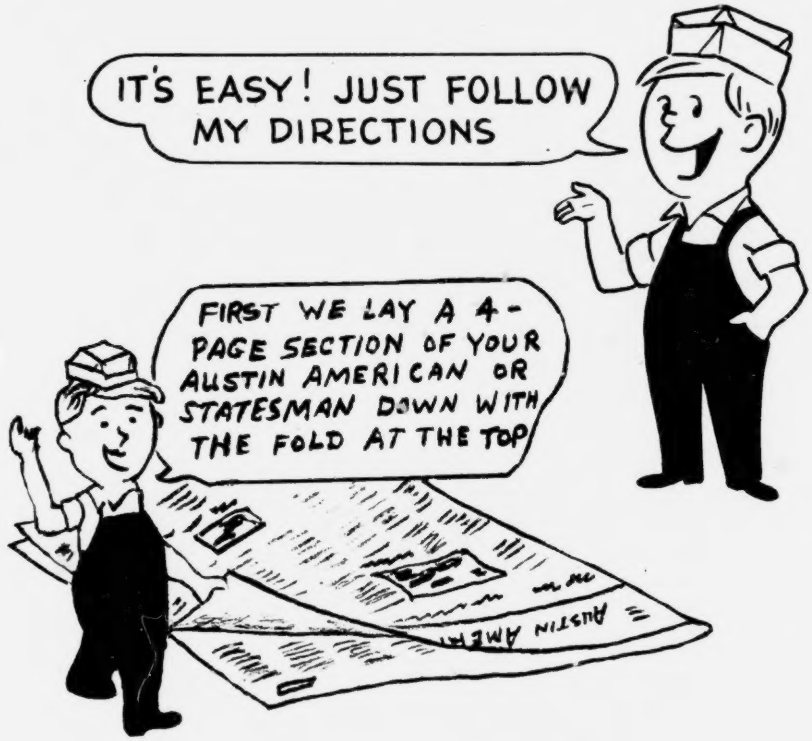
HOME EDITION

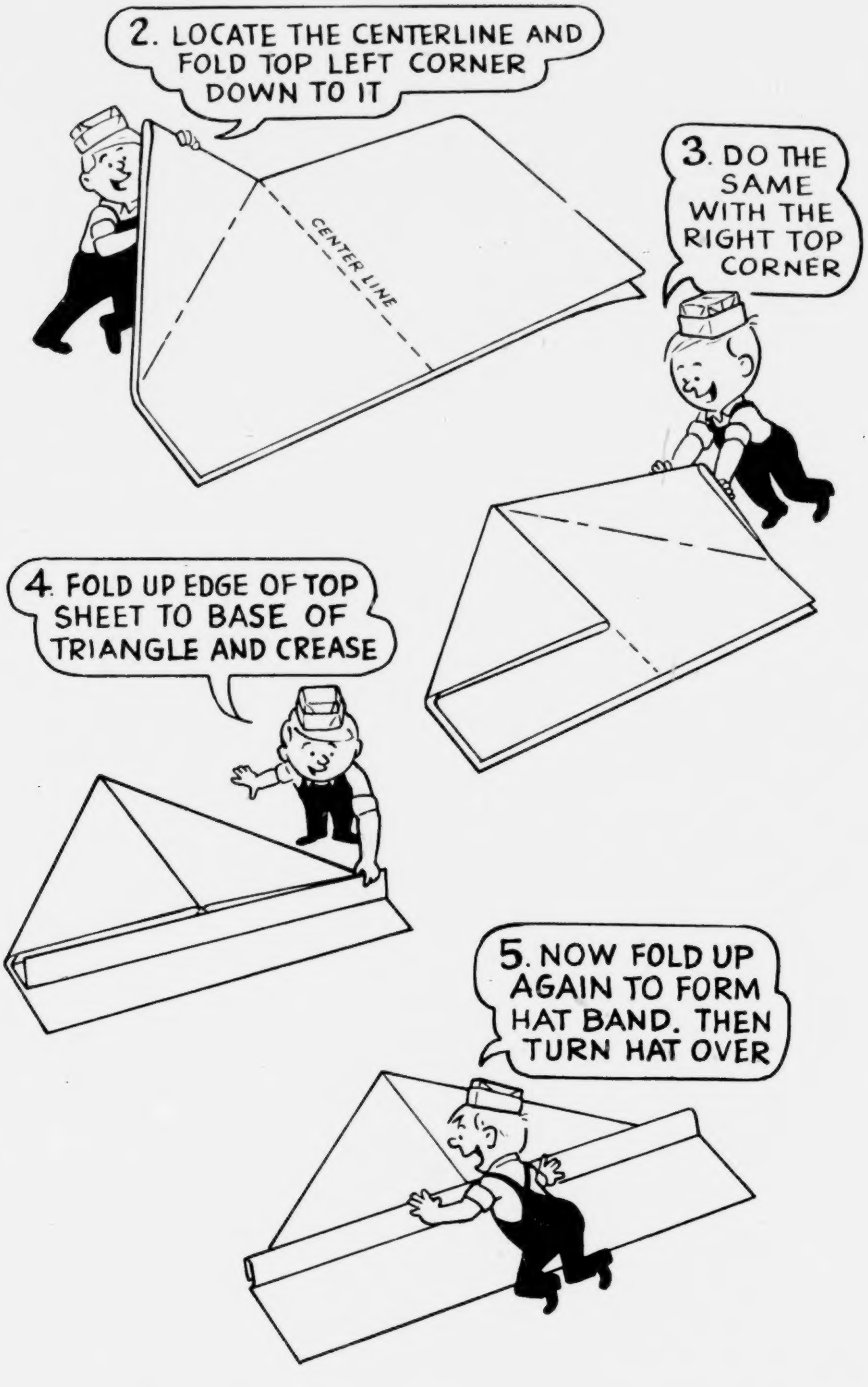
(AP) ASSOCIATED PRESS

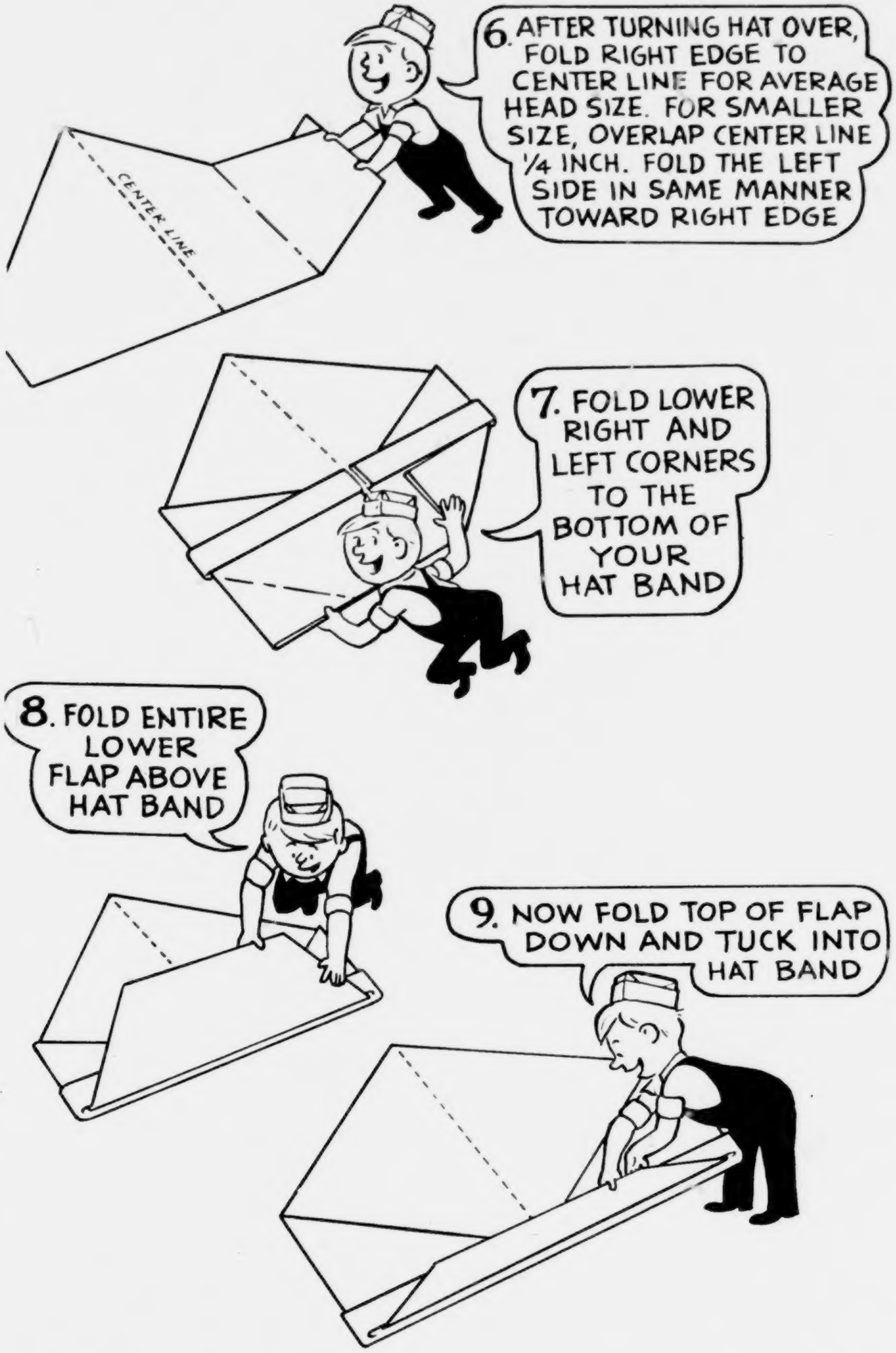
WICHITA FALLS, TEXAS

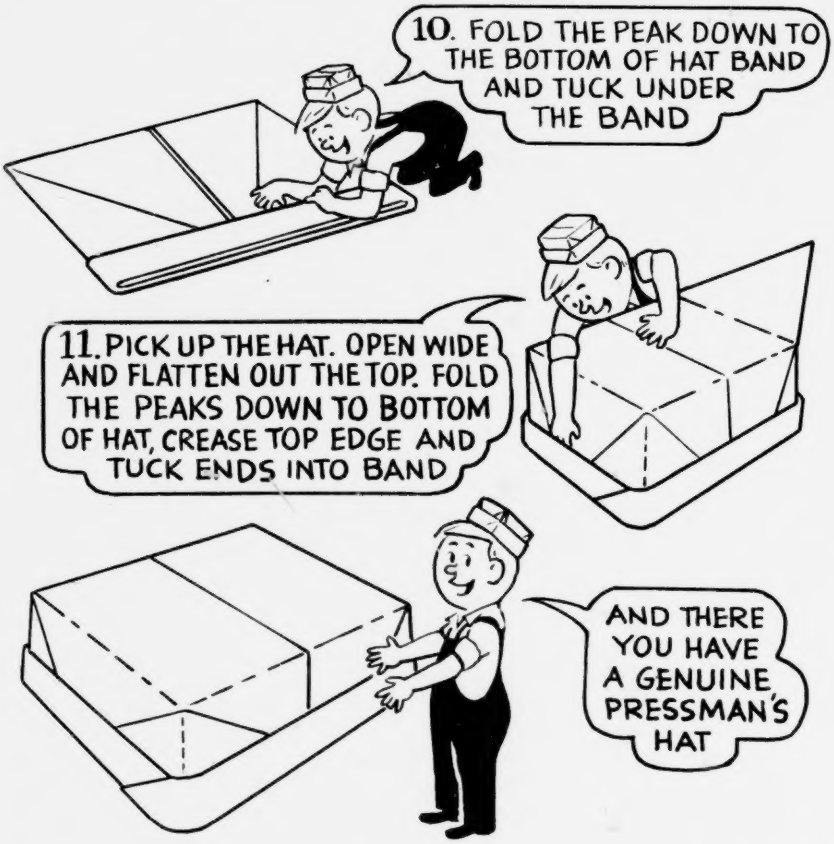
How to Make a Pressman's Hat

YOU CAN HAVE FUN WITH YOUR AUSTIN AMERICAN OR STATESMAN AND BE THE ENVY OF YOUR NEIGHBORHOOD


IT'S EASY! JUST FOLLOW MY DIRECTIONS
FIRST WE LAY A 4-PAGE SECTION OF YOUR AUSTIN AMERICAN OR STATESMAN DOWN WITH THE FOLD AT THE TOP
AUSTIN AMERI


2. LOCATE THE CENTERLINE AND FOLD TOP LEFT CORNER DOWN TO IT
CENTER LINE
3. DO THE SAME WITH THE RIGHT TOP CORNER
4. FOLD UP EDGE OF TOP SHEET TO BASE OF TRIANGLE AND CREASE
5. NOW FOLD UP AGAIN TO FORM HAT BAND. THEN TURN HAT OVER


6. AFTER TURNING HAT OVER, FOLD RIGHT EDGE TO CENTER LINE FOR AVERAGE HEAD SIZE. FOR SMALLER SIZE, OVERLAP CENTER LINE ¼ INCH. FOLD THE LEFT SIDE IN SAME MANNER TOWARD RIGHT EDGE
CENTER LINE
7. FOLD LOWER RIGHT AND LEFT CORNERS TO THE BOTTOM OF YOUR HAT BAND
8. FOLD ENTIRE LOWER FLAP ABOVE HAT BAND
9. NOW FOLD TOP OF FLAP DOWN AND TUCK INTO HAT BAND


10. FOLD THE PEAK DOWN TO THE BOTTOM OF HAT BAND AND TUCK UNDER THE BAND
11. PICK UP THE HAT. OPEN WIDE AND FLATTEN OUT THE TOP. FOLD THE PEAKS DOWN TO BOTTOM OF HAT, CREASE TOP EDGE AND TUCK ENDS INTO BAND
AND THERE YOU HAVE A GENUINE PRESSMAN'S HAT

Much research has been done to establish the origin of this unique headpiece. It has never been determined when or where the first paper hat was worn, but records show that it was being worn in the United States as early as 1748.

The handmade hat is worn by pressmen as protection against ink, grease, oil and paper lint which otherwise might get in their hair.

Now that you know how to make a pressman's hat, you can make one for Dad when he has work to do under the hood of the car, etc. Mom can use one if she has a painting job to do or as a basket for berries. Handy, too, to put snacks into while driving.

The American-Statesman

Johnny Hart
CREATOR of B.C. and THE WIZARD OF ID

May 11, 1971

Luke L. Patrenella, Consultant
Program Planning
Division of Adult and Continuing Education
TExas Education Agency
201 East Eleventh Street
Austin, Texas 78701

Dear Mr. Patrenella:

You have my permission to use the strip described to me in your letter of April 19, 1971. A proof is enclosed for your convenience.

A credit line should be used reading as follows:
By permission of Johnny Hart and Field Enterprises, Inc.

I would appreciate a contribution to the Earth Awareness Foundation for the use of the strip.

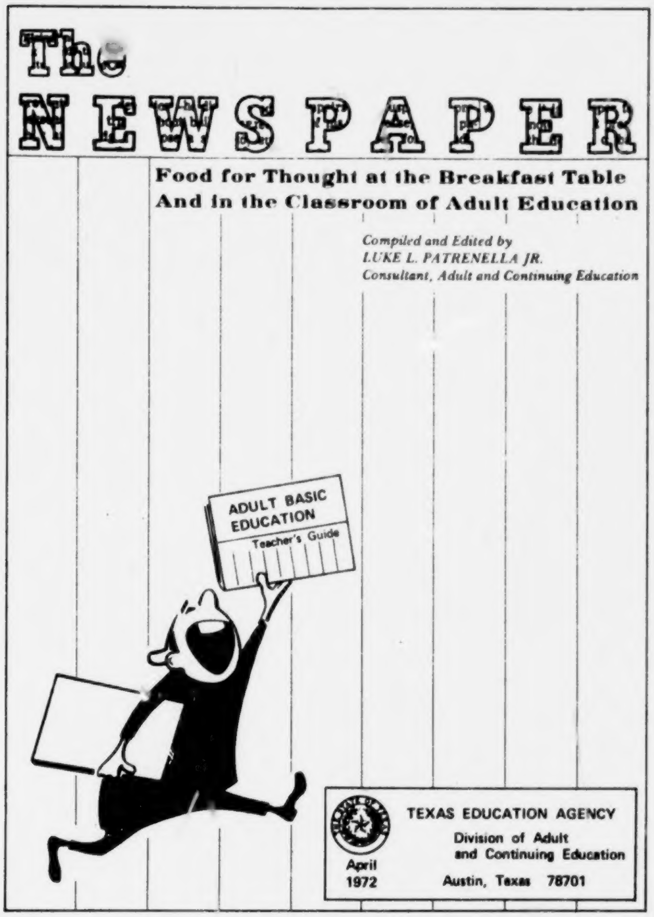
Earth Awareness Foundation
Suite 101
1275 Space Park Drive
Houston, Texas 77058

Sincerely,

Johnny Hart

John Hart

cc: Robert S. Reed
Publishers-Hall Syndicate



The NEWSPAPER

Food for Thought at the Breakfast Table
And in the Classroom of Adult Education

Compiled and Edited by
LUKE L. PATRENELLA JR.
Consultant, Adult and Continuing Education

TEXAS EDUCATION AGENCY
Division of Adult
and Continuing Education
Austin, Texas 78701
April
1972

SECTION FOUR

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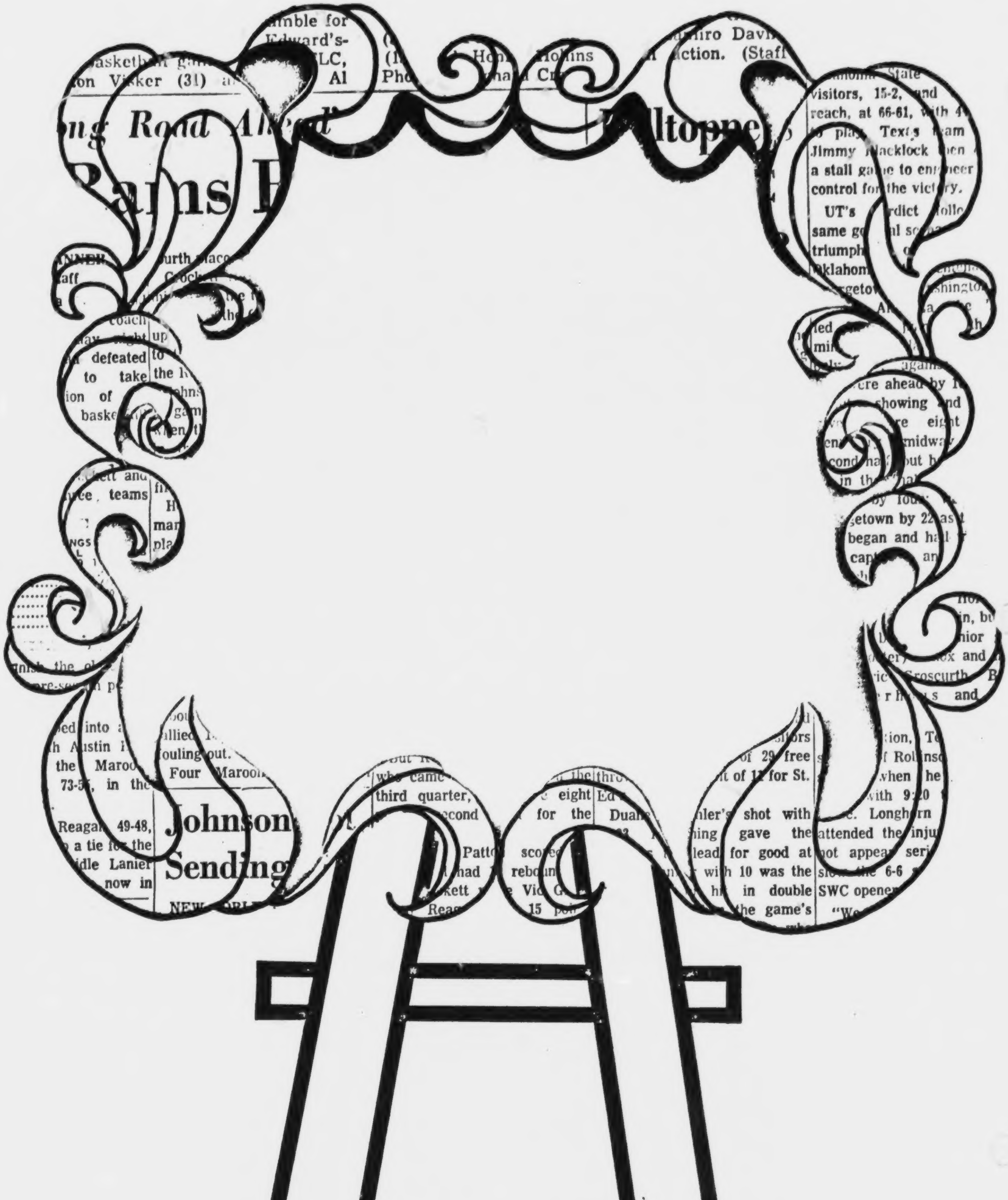
Newspaperese



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for good at
10 was the
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the game's
Longhorn
attended the
SWC opener

Of Beats and Feet, Nuts and Bolts, and Pigs and Pix

Every profession has its own pet terms that, while like a foreign language to the outsider, are easily understood by members of that profession.

Educators, for instance, have been often accused of speaking the "language" of educationese. For example, "hardware" to an educator does not just mean such tools as a hammer and a pair of pliers found around a household. Hardware also refers to such equipment as overhead projectors and tape recorders found in many classrooms.

Journalists, pressmen, and others who work in the newspaper profession are no exception. They too have a language of their own. Many of the items in the list below are readily understandable, but a number of them would easily fall into the newspaperese category.

The list is by no means complete because language--whatever its origin--continues to grow. The language of the young people in the Sixties and the Seventies has proved that fact.

You as a teacher are encouraged to regard this list as a working copy of a newspaperese dictionary. Lines are provided at the end of the list for you to add to your vocabulary of newspaper terminology.

NEWSPAPERESE

A

ABC -- abbreviation for Audit Bureau of Circulations, an organization sponsored by publishers, advertising agencies, and advertisers to establish accurate statements of paid circulation

AP -- abbreviation for Associated Press, a cooperative, nonprofit newsgathering service providing worldwide news coverage to those newspapers and radio and television stations belonging to the association. The AP supplies news, features, and photographs from both its own staff and the association members

Ad -- abbreviation for a paid advertisement

Add -- addition to story

Advance Story -- story published before the event takes place

Advertisement -- space in a newspaper paid for by someone who has goods or services to sell. It is commonly referred to as an ad

Agate -- 5½-point type (Note: There are 72 points in an inch of type. The type you read in a classified ad, for example, is 5½ points.)

Agate Line -- A standard unit for measurement of advertising space one column wide and ¼ of an inch deep. It is the size of type used in baseball box scores and the classified pages

Alley -- floor space where compositors work

Angle -- a specific point of view applied to a story

Art -- any illustration--photograph, drawing, etc.--used in a newspaper to illustrate a story or advertisement. See Cut

Ascenders -- upper shoulder of type

Assignment -- a story a reporter has been detailed to cover (Note: The assignment might be a story on your program of adult and continuing education.)

Asterisks -- stars

Attribution -- a placing of responsibility for something on some person or organization as "The remark was attributed to the director," or "According to the director, ..."

-more-

Add 1 -- Newspaperese

B

BF (or bf) -- abbreviation for boldface type

Balance -- arrangement of items on a newspaper page so that stories and pictures on one section of the page balance as evenly as possible with masses of type on the opposite section

Balloon -- a cartoon device borrowed from the comic strip. The ballon makes the words of a person in the drawing (or picture) appear as coming directly from his mouth

Bank -- a division of a headline, such as a headline under the main headline. The bank is also known as a deck and provides additional facts not contained in the main headline. Bank also refers to a table in the composing room where type is dumped, assembled, and corrected.

Banner -- prominent headline in large type running across all the columns of the front page of the newspaper, as well as the front pages of other sections of the newspaper (women's or sports page, for example)

Beat -- reporter's regular routine for covering the news sources assigned to him such as city hall, schools, or police. Another definition: a newspaper scores a "beat" by publishing a story before its competitor

Bias -- slant or prejudice, often unconscious, which is given to a news article or feature by a writer or reporter

Bishop -- information regarding a newspaper's subscription rates, business address, telephone number and other information. This information is published daily in the front part of the newspaper

Bleed -- term applied to a page, whose contents, whether illustration or text, run over one or more edges of the paper and leave no margin

Blotter -- police book for registering arrests

Blow-up -- enlargement of any printed matter. As an example, pictures and art work are often too small in size to be effective and are blown up to give them more reader impact and attention

-more-

Bodkin -- slender awl, often combined with tweezers, for correcting type

Body -- all paragraphs after the lead (first paragraph of a story) containing the additional details of the story

Body Type -- type used in the story (see "Body" above) but not in the headline

Boil (or Boil It Down) -- to condense the length of a story

Boiler Plate -- plate of articles or pictures furnished by a syndicate and usually a mat (See Mat.)

Bold Face -- a type face with heavier strokes than a "medium" or "light" face. Bold face is often used for emphasis because it stands out prominently in a copy block

Border -- marginal lines or lines enclosing printed material. In reference to the front page, the border (or Folio) refers to facts and data such as the date, price, city, volume number, copyright, etc. of the newspaper

Box -- any editorial matter surrounded or partly enclosed by a special border line

Box Head -- box rules around a headline, or three-fourths box-top and two sides

Box Rule -- rules fat at center and tapering off at both ends

Brayer -- ink roller; to ink type for proofs

Break -- first news of a happening. A break is also the point where story breaks at an awkward place for reader (Note: It is good to avoid the Break over a Widow, the short line ending a paragraph.)

Broadside -- large printed piece from either a job shop or newspaper pressroom, which is used for advertising purposes. Sometimes, a four or more page newspaper job is called a Broadside

Bulldog edition -- the earliest regular edition of a newspaper

Bulletin -- a kind of urgent wire news. Bulletins are the important but brief last minute news items gathered on a running story, such as a tornado, plane crash, etc.

Bureau -- news gathering body for newspaper

By-Line -- writer's name appearing under the headline of a story.

-more-

C

CNS -- abbreviation for Copley News Service, a news service

CQ -- editor's mark indication "Correct." CQ also refers to Congressional Quarterly.

Cabinet -- cases in which type is stored

Caption -- explanatory comment accompanying a pictorial illustration and usually printed below the photograph. Captions are also know as cutlines

Cartographer -- person who draws maps telling the readers where a story has taken place or may take place in the future

Case -- tray divided into compartments for holding type

Cast -- to make into a metal plate by the stereotyping process. Cast also refers to the metal plate made by that process

Chase -- rectangular frame for locking up pages

Chronological Order -- arrangement of facts in the order in which they happened

City Editor -- person responsible for gathering all local news and pictures

City News -- news of the community in which a newspaper is published

Classified Advertising -- advertising printed in small type in columns classified according to subject, such as "help wanted" and "personals." (Note: This advertising is also known as Want Ads.)

Cliche -- an expression that is overworded, worn out, and trite

-more-

Column -- one long block of vertical type in a newspaper. The average daily newspaper has eight columns and the average tabloid has five columns. A column is also a timely and regular presentation of various kinds of editorial material by the same writer. Columns are usually written and printed under a permanent title (such as "Dear Abby") and express the columnist's viewpoint

Column Inch -- a unit of measure one inch deep and one column wide

Commentary -- interpretation of news by a qualified observer called a commentator

Compose -- to set type

Composition -- setting type. Composition also refers to a photographer's arrangement of subjects to produce an eye-appealing picture

Condensed -- type compressed thin sideways

Copy -- all material for publication, whether written or illustrative, which is to be prepared for printing (Note: Written material may be a story written by a reporter while illustrative material may be a picture taken by a staff photographer.)

Copy Desk -- horseshoe-shaped desk at which the copy reader sits

Copy Editor -- newspaper worker who corrects or edits copy written by a reporter, checks it for accuracy, and writes the headlines for it

Copy Holder -- proofreader's assistant who reads original copy aloud for comparison

Copy Reader -- a newspaper worker who corrects or edits copy written by a reporter. He may also write a headline for the story

Copy Reader's Marks -- universal system of symbols by which copyreaders indicate corrections to be made in copy

Copyright -- an author's exclusive right of property to his work--be it literary, musical, or artistic--for a certain period of time (Note: When a newspaper copyrights a story, other newspapers using the information must cite the copyrighting newspaper as the source.)

Correspondent -- a reporter assigned to cover an area away from the home office, such as another city or a foreign country

-more-

Cover -- to get and report all the facts for a news story and write it

Credit Line -- a line giving the source of the story or illustration

Crop (or Cropping) -- to eliminate unwanted details in a picture by marking off those areas not to be included when the engraver makes a plate (Note: An illustration may be cropped in its foreground, background, or on the sides, and this change of proportions will "fit" the illustration to a specific space.)

Cub -- a beginning, inexperienced reporter

Cut -- newspaper term for a picture or illustration made into an engraving, which may be a half tone, zinc etching, electroplate, or stereotype. It is from this engraving (or metal) that photographic images are transferred to the newspaper page. The cut may also be called "art." Cut also describes the illustrations in a newspaper, whether they are photographs, cartoons, or drawings. In addition, Cut also describes the process of deleting part of a story or taking out words

Cutline -- see Caption

Cut-Off-Test -- a term applied to a news story written so that the important facts are in the lead or in the first part of the story. A Cut-Off-Test allows the man who makes up the page to delete the last part of the story, if necessary

D

Dogwatch -- skeleton staff that stays on duty after last edition has gone to press or "to bed." This staff is also known as the "lobster shift"

Dope -- advance information about a news story that, sometimes, turns out to be a rumor

Double Truck -- an advertisement on two facing pages without a center break or gutter. Such layouts are also known as a Double Spread

-more-

Dummy -- planned layout (often in miniature) of a newspaper page, showing the positioning of stories, headlines, pictures and advertisements. The dummy page may also be blank sheets of paper cut out and folded to the size of a proposed leaflet, folder, or book to indicate weight, shape, size, and general appearance. Layouts are then drawn on the pages of the dummy

Dump -- place where galleys of type are "dumped" for assembling

E

Ears -- space at the top of the front page on either side of its nameplate. Ears may be used for weather forecasts, circulation figures, or to call attention to some special feature in the paper. In mail editions, the name of a subscriber sometimes appears in the Ear

Edition -- number of copies of a newspaper printed at one time

Editor -- person in charge of putting out a newspaper. The duties of the Editor include selecting and assigning the news to be covered and deciding on the relative importance of the various news stories

Editorial -- an article expressing the opinion of the newspaper publisher or editor concerning a certain subject. Editorials are written by editorial writers

Editorialize -- to insert personal opinions into a straight news story

Electroplate -- galvanic copper coating backed up by an alloy. This copper plate facsimile of another engraving is often called simply an Electro

Elrod -- machine that casts leads and slugs

Em -- blank space in square of size of type. It is called Mutton (or Mut) to avoid confusion with En. Erroneously, it is used as a synonym for Pica

En -- vertical half of Em. En is called Nut to avoid confusion with Em. It is approximately half an Em

-more-

Engraving -- short for photoengraving. Engraving is the process of preparing metal plated by means of photography and etching (eating away by acid). The plates (or Cuts) can reproduce any picture, drawing or letter. Line cuts reproduce sharp black lines or solid black areas on a white background while halftone cuts reproduce in shades of black and white (grays)

Even and Odd Folios -- even, left-hand pages 2, 4, 6, etc.; odd, right-hand pages, 1, 3, 5, etc.

Exchanges -- interesting copy clipped from various outside newspapers for republication

Extended -- an extra wide or expanded face of type

Extra -- edition of newspaper brought out at an irregular time because of a major news story, such as the Apollo IX moon landing

Extra Condensed -- type that is compressed especially thin sideways

F

Face -- that part of type that comes in contact with the paper and prints. Face also refers to the style of type, such as Bodoni and Caslon, and boldface or italic

Facsimile -- process by which a picture or text is transmitted by radio or wire and, when received, is automatically reproduced on paper

Feature -- a story in which the interest usually lies in something other than the immediate news value. Commonly referred to as a "human interest" story, a feature (or Feature Story) may relate a lost boy's experience or a columnist's feelings about Rome. Feature, as a verb, means to give special prominence to an article

Feet -- bottom of type body

Figures -- numerals

-more-

File Story -- story given by a reporter to a telegraph operator who, in turn, transmits it to the reporter's home office

Filler -- story or items, usually brief and of little news value which is used to fill out a column of type in a newspaper. Filler also refers to optional news, which will be supplanted by later news in the next edition

Five W's -- stands for WHO, WHAT, WHERE, WHEN, and WHY. All Five W's should be in first paragraphs of most news stories

Flag -- the newspaper's name (or nameplate) appearing at the top of page one. Flag also refers to the information, usually in a box, on the editorial page. This box contains the newspaper, its policies, the address of the circulation, its owners and officers, etc.

Flush Left Head -- each line begins at the left-hand margin

Flong -- a sheet of heavy paper built up in layers, which is used in making a "dry" mat or matrix in stereotyping

Folio Line -- a line at the top of inside newspaper pages giving the page number, date, and name of the publication

Follow Up -- a news story giving developments of one printed earlier on the same story

Font -- a complete alphabet of type in one size and style

Form -- all the columns of type and/or cuts of a newspaper page that are locked up in a steel frame (known as a case or chase) and are ready for printing or stereotyping

Format -- size, shape and style of a page, section or book of printed matter

Four Color Process -- the photoengraving process whereby color jobs are reproduced by a set of plates, one each for yellow, blue, red, and black. These plates are called "process plates"

Fourth Estate -- the traditional phrase for the press, which originated in the 18th Century. During a speech in Parliament, British statesman Edmund Burke pointed to the reporters galley saying, "There are three estates in Parliament, but yonder sits a fourth estate, more important than all of them." He was referring to the three classes of people recognized under British law: the clergy, the nobles, and the commons. Thus, newspapers became the "fourth estate"

-more-

Furniture -- pieces of wood or metal of less height than the type. These pieces are placed between or around pages or matter in a form. They serve to give proper blank spaces and (with quoins) to fasten the matter in the chase

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G

Galley -- an oblong, metal tray with upright sides for holding composed type. A galley of type is usually one column wide and a full column in length. Galley also refers to a trayful of type

Galley Proof -- a proof (impression in ink on paper) from type on a galley before it is made up in pages

Guide Line -- (galley slugs) lines placed at top of galley when stories are no longer than one galley to identify each in its proper order for assembling in the pages

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H

HTC or HTK -- abbreviation for "head to come," which is newspaper slang for alerting the print shop the story is being sent to be set in type now and the headline for the story will be sent later.

Halftone -- an etched-in-metal reproduction of any artwork that has graduated tones, such as a photograph or wash drawing. The Halftone is the engraved picture where the screen makes dots for the printing surface (Note: A Halftone is not a line drawing in which the tones are either black or white and does not require the halftone engraving.)

-more-

Handout -- a publicity release

Hand Set -- type set by hand instead of by machine

Hanger -- smaller type located below a headline giving extra details about the story

Hanging Indention -- a headline in which the first line is set flush left, while the other lines are indented (Note: The way the definition Headline is typed below shows a good example of Hanging Indention.)

Hard News -- important factual information about the movement in the world today

Havas -- name of a French wire service before World War II

Headline -- explanatory title line over an article in a newspaper. Also known as "head," the headline is usually set in 14-point type (72 points equal one inch) and briefly summarizes the main highlight of the newspaper story. Headlines within a news story are called subheads

Hellbox -- a box or bin for discarded metal type, which can be melted down and cast again into type. (Note: John O'Hara, the late American writer, used "Hellbox" as the title for a collection of his short stories.)

Holdover -- printed matter that has been set into type but is not used. Because it still has news value and can be used in a future edition, this type (known as Overset) is "holdover" material

House Organ -- a publication issued periodically by a business organization (Note: *The Texas Outlook*, official publication of the Texas State Teachers Association, might be referred to as a House Organ.)

Human Interest Story -- a story that appeals mainly to the sentiment or emotions of the reader. See Feature

-more-

I

INS -- abbreviation for International News Service, which is observed in research into old newspapers. INS is now merged with United Press (UP), and this merger is known by the abbreviation, UPI

Imposing Stone -- flat surface upon which forms are locked up for the press

Impression -- pressure given by a form of type or a plate to a sheet of paper

Indent -- instructions to the printer to set a story in lines of type that are to be indented on one or both sides

Intertype -- trade name for a typesetting machine that casts solid lines of lead type from molten metal. (Note: Linotype is a similar machine.)

Inverted Pyramid -- term used to describe the order for writing a straight news story in which the facts are placed in the descending order of their news value or importance

J

Journalism -- process of collecting, writing, editing, and publishing news

Jump -- to break a story on one page and continue it on another

Jump Line -- lines such as "(Continued on Page 6)" to identify a continued story. Jump Lines are also known as "kicker lines"

Justify -- the process of spacing type properly to make lines or columns of type come out even in both the left-hand and right-hand margins

-more-

K

Key -- the printer's tool used for locking up pages of type

Kicker -- line above a headline, usually shorter and of smaller type, that gives the main headline a "Kick"

Kill -- to strike out copy or take out type so that it will not be printed. Kill also means to throw away the type on a news story or advertisement after it has run or because of change in plans. The discontinuation of a subscription is also known as a Kill

L

LC (or lc) -- abbreviation for lower case or small letters, as opposed to capital letters

Layout -- plan or drawing showing the printer exactly where to put each of the stories, pictures, advertisements, etc. in an edition of the newspaper. Art work is indicated; headlines, and bylines are lettered in; and copy areas are clearly marked. Layout is also the plan or arrangement of a page -- not just in newspapers but in books, magazines, and other printed materials

Lead -- the opening paragraphs of a news story incorporating some or all of the Five W's. It is pronounced "leed" and emphasizes or summarizes the main item of news value in the story it introduces

Lead -- two-point metal spacing material used to provide the "white space" between lines of type in news stories for easier readability. It is pronounced "led"

Leaders -- three periods (...) all spaced out

Lead Story -- story of major importance appearing in upper right-hand part of page one

-more-

Leg Man -- reporter who collects news items and telephones them in from his Beat. A rewrite man in the newsroom takes the information and types it into a news story

Letter-Spacing -- thin spaces between letters to fill out

Libel -- publication of material that unjustly injures someone's reputation or exposes him to ridicule. Libel may be a written or spoken statement

Linage -- total number of lines of space in an advertisement or a newspaper issue. Linage is computed in Agate lines, 14 lines to the inch

Line Drawing -- drawing in which the tones are either black or white and which does not require a halftone engraving. See Engraving and Halftone

Line Engraving -- straight line cuts as versus halftones. See Line Drawing above

Line Gauge -- printer's measuring ruler showing inches and picas

Linotype -- trade name for typesetting machine that casts solid lines of lead type from molten metal. It is operated by pressing keys on a board much like a typewriter. Operating the keyboard causes matrices (individual molds for alphabet letters) to fall into place, one column in width. Lead pours into the molds, and a solid line of type is formed. See Intertype

Locking Up -- tightening a form by means of Quoins or Screws

Logotype -- two or more letters, or a whole word, cast on one body. Logotype (or Logo) also refers to the trade name of an advertiser (GE or RCA, for instance.) See Sig Cut

Lower Case -- See LC (or lc)

Ludlow -- machine for casting lines of display type (for headlines and advertisements) from a stick

-more-

M

Make Ready -- preparing form on press

Makeup -- the arrangement (layout) of stories, headlines, and pictures into columns and pages in preparation for printing of a newspaper or other printed material

Makeup Editor -- person who works with the compositors who put together the metal pages according to a blueprint or plan called a Layout. See Makeup

Makeup Rule -- steel implement for makeup

Manuscript -- copy

Markets -- financial page matter such as listings of the stock market

Mass Communication -- distribution of printed or spoken words and pictures or ideas in such a way as to reach and influence a large number of people

Mass Media -- instruments of Mass Communication (above) such as newspapers, television and radio, and books and magazines

Masthead -- the detail printed in every issue of a newspaper or journal, including the title, ownership, management, as well as subscription and advertising rates. Masthead also refers to the title of a newspaper

Matrix -- page forms made of papier-mache, which are molded under high pressure and baked into a semi-cylindrical shape. These forms are used to cast the solid metal plates designed to fit the cylinders of the high-speed rotary press. Mat is an abbreviation for Matrix

Microfilm -- process for taking small pictures of a newspaper page

Miterer -- saw for cutting angles for butting borders

Morgue -- the newspaper reference library where files are maintained of stories, pictures, biographies, etc.. for ready reference by members of the newspaper's staff

Must -- a news story given top priority to run in the newspaper

Mut -- Em space

-more-

N

Nameplate -- the decorative name of the newspaper that traditionally appears at the top of page one. It is also referred to as the Logo (short for Logotype) and Sig (short for Signature)

News -- any information that interests a large number of people

Newsprint -- paper on which newspapers are printed. Newsprint paper is an official name for paper made to close specifications. Because of United States Customs regulations, which define the composition and weight of paper that can be imported duty free from Canada, Newsprint is the paper in common use. About 85 percent of the world's supply of Newsprint is manufactured in Canada

News Release -- news or information handed out or mailed out to the press by government officials, businesses and organizations, or individuals for possible publication

Nonpareil -- old name for size of type equal to 6 points or one-half Pica (Note: There are 72 points in an inch of type.)

Nut -- en space

O

Obituary -- a notice about the death of a person in a newspaper. This information may be a front page news story, depending on the prominence of the individual. "Obit" is an abbreviation for an obituary

Off Its Feet -- term used to describe type when it leans or is not perfectly straight

-more-

Op Ed -- abbreviation for the page that is directly opposite the editorial page of a newspaper

Overhead -- news story by telegraph instead of by leased wire services such as the Associated Press or United Press International

Overset -- type set for a specific use but not used in the edition of the newspaper for which it was intended

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P

Parenthesis -- an amplifying or explanatory word, phrase, or sentence inserted in a passage that is usually set off by punctuation marks (). Parentheses is the plural form of the word

Paste-Up -- completed page to be photographed by the offset process for reproduction

Personality Short -- brief collection of pertinent facts describing an individual

Personality Story -- news feature describing an individual

Photo Composition -- a new method of setting advertisements in which the compositor makes a paper paste-up from which an engraving is made

Photofax -- brand name for an Associated Press machine that automatically receives pictures by wire from a national network

Pi -- type that has been mixed up, or a pi line where such keyboard "words" like "etaoin" and "shrdlu" are used to fill out a line in which an error has been made. These letters form the first and second rows perpendicularly on the Intertype and Linotype machines, and the operator runs his fingers down both rows to fill out the line

Pi Rack -- the rack on the right-hand side of the Intertype or Linotype machine for storing rarely used figures not in a regular channel of the magazine

-more-

Pick Up -- direction to printer to add certain printed matter already set in type

Pica -- a unit of one-sixth inch used in the linear measurement of typographical type. A Pica is 12 points, which is one-sixth of the 72 points in an inch of type.

Pied Type -- term used for type that has been spilled, jumbled or otherwise disarranged and cannot be used without correction

Pig -- a long, cylindrical bar of type metal that is fed into typesetting machines, melted and formed into individual lines of type

Pix -- newspaper slang for Picture, which is usually located close to the story to which it relates. Pic is another abbreviation used

Plagiarism -- literary theft; the process of passing off as one's own the words or ideas of another

Platform -- newspaper's statement of policy with regards to reporting an editorial comment. Most newspapers print their platform daily on the editorial page

Play Up (or Play Down) -- emphasize or deemphasize a story or parts thereof

Point -- the unit of measurement of type, which is 1/72 of one inch in depth, because there are 72 points to an inch of type. News stories usually are set in 8-point type. Headlines may be set in 14-, 18-, 24-, 30-, 36-, and 48-point type--or even larger type

Pool Reporter -- reporter representing all newsmen when it is impossible for all of them to attend an event. He makes available to all participating newsmen all the information he obtains. In essence, the pool reporter holds a news conference for other newsmen

Press -- machine with which printing is done. A rotary press, used by daily and many weekly newspapers, has semicircular printing plates and feeds paper in a continuous roll. A cylinder or flatbed press, on which some school papers are printed, rolls single sheets of paper across the type. These huge machines not only print but also cut and fold newspapers by taking roll after roll of continuous newsprint and converting these rolls into thousands of completely printed, folded newspapers, which are neatly counted and stacked in the mail room. The printing process is accomplished as the paper contacts ink on the stereotype plates fastened to the press cylinders

-more-

Add 18 - Newspaperese

Press Association (Wire Service): -- organization that collects news throughout the world and sends it to member or subscriber newspapers. Two of the best associations are the Associated Press (AP) and the United Press International (UPI). Press Associations are also referred to as wire services

Press Release -- material given in advance to a newspaper for publication at a future date. Such material is also called a Release

Promotion -- a campaign based on a single event or idea

Proof -- a sheet printed from type before a page is made up to make possible the early correction of typographical errors. Proofs are also made of new engravings and pictures to assure both their quality and accuracy

Proofreader -- a person who checks matter set in type against the original copy and makes the necessary corrections

Proofreader's Marks -- universal system of symbols by which proofreaders indicate corrections (Note: See Page 225.) Proofreader's marks differ from copyreader's marks

Public Relations -- any planned program that builds community acceptance or promotes goodwill. Public Relations is also the activities of an organization to present and interpret itself favorably to the public

Publicity -- the dissemination of information or promotional material. Publicity has also been identified as "newsworthy information issued to gain public attention" and "advertising disguised as news"

Publisher -- owner or manager of a newspaper business

Put to Bed -- an expression to denote that all pages are complete and the presses are ready to roll

Pyramid -- arrangement of ads on a page (usually half-pyramid in shape from lower-left corner to upper-right corner)

-more-

Q

Quads -- metal blanks used for spacing

Qualifiers -- a word or phrase limiting the meaning of a statement, such as "reported," "alleged," etc.

Quoin -- wedges used to lock up type page in the Chase, which is the metal frame to hold the pages

Quotes -- abbreviation for quotation marks, single or double, according to style

R

R.O.P. -- abbreviation for Run Of Paper advertising, which appears in any position convenient to the makeup of the newspaper (Note: R.O.P. distinguishes those advertisements, which are not given a preferred position in the paper.)

Radiophoto - a photograph transmitted by radio impulses

Railroad -- term applied to a galley of type, which is sent through without proofreading

Register -- term applied to perfect correspondence in printing. Facing pages are in Register when their top and bottom lines are even. Color printing is in Register when each plate superimposes perfectly on the other

Release -- news story prepared for publication in a newspaper. Release is also used to specify the publication of a story on or after a specific date. See Release Date

Release Date -- future time and date at which information in a Release may be published, telecast or broadcast. Release Date, also known as Release Time, is usually set to insure equal fairness to all news media concerned

Reporter -- person who gathers news and usually writes the news story at his office or telephones the story into the Rewrite Man

-more-

Add 20 - Newspaperese

Repro Proof -- term applied to a good quality proof on white paper. This proof is prepared for inclusion in a page that is to be reproduced by Offset

Retouching -- process of improving or correcting art work--especially photographs--before engravings are made

Reuters -- British wire service

Reversed Plate -- line engraving in which the original colors of black and white are reversed: black becomes white and white becomes black

Review -- critical discussion usually about an event in the field of entertainment such as a play or concert

Rewrite -- a story from an earlier edition of the newspaper, which is rewritten to bring the story up to date or to change the emphasis (Note: Rehash is a slang term describing a Rewrite)

Rewrite Man -- a person in the news room who takes a reporter's information or story material, often by telephone, and writes or rewrites the news story for the newspaper (Note: Rewrite Men must work with speed and accuracy to assemble the complete story from installments, particularly during a "breaking" story such as a school board election, natural disaster, or collision. In addition, they frequently write the Headline for the story

Rim -- outside edge of a horseshoe-shaped copy desk

Roman -- typographical term to describe ordinary newspaper type faces with straight rather than slanted (*italics*) lines

Rotogravure -- method of intaglio printing in which copy is chemically etched out of a copper roller (Note: Rotogravure is used chiefly for large runs on the newspaper press.)

Rule -- any printed line, plain or ornamental (Note: Rule identifies such typographical devices as column rules, which are vertical in a newspaper and cutoff rules, which are horizontal, as well as any Rule material used to cut or separate type.)

-more-

S

Sans -- a term used to describe type faces without Serifs. See Serif

Scoop -- a story printed by a newspaper or wire service ahead of its competitors (Note: Scoop also refers to the publication of an exclusive story.)

Second Front -- first page of a second section

Serif -- short cross lines at the end of main strokes in Roman letters (Note: The "l" in the last word of this definition has serifs at the top left and across the left and right sides of its base.)

Set -- type is Set when it is arranged into words and lines, and it may be Set either by machine or by hand

Shoulder -- space above and below a line of type, which gives it room to "breathe" and makes it easier to read (Note: Eight-point type, which is used in many news stories, is set on a 9-point Slug for better readability.)

Sidebar -- secondary story presenting sidelights on a major news story

Sig -- term used to describe Bylines, Credit Lines and the name of a firm in an advertisement

Sig Cut -- small cuts in Advertisements, which are also known as Signature Cuts or Logos (Note: These cuts contain the name of a business firm, usually in a special style of type, such as GE and RCA. Sigs are sometimes combined with an emblem or illustration; but whatever the format, they are usually displayed prominently in an Advertisement.)

Slant -- to emphasize a certain phase of a news event (Note: Slant also is used when a reporter writes a news story, whether intentionally or unintentionally, in such a way that the reader misunderstands its truth or importance

Slot -- inside space of the Rim, a horseshoe-shaped desk in the news room (Note: The slot is occupied by the editor responsible for getting the newspaper out on time; and to do so, he works with a team of Copy Editors who are seated around the desk and edit copy and write headlines.)

Slug -- piece of metal used to space between lines of type (Note: Slug is also a general term for a Linotype slug, which is the metal casting of a complete line of type from a Linotype machine. In addition, Slug refers to a guide to quickly identify or locate a particular story. This guide may be only one word, such as "Election.")

-more-

Slug Clipper -- cutting implement with attached Pica measuring gauge

Source -- origin of information

Spot News -- unexpected news that is reported immediately

Spread -- headline across two or three columns (Note: Spread also refers to two facing pages of a newspaper.)

Standard News Lead -- lead paragraph of a news story presenting the facts in simple, direct language

Standing -- term used to describe a story or a headline that has been set into type for a particular edition of a newspaper and then not used (Note: The type is not "Killed" but left standing because it still has news value.) See Overset

Stem of Letter -- main upright stroke of a letter

Stereotype -- plate made by taking a mold, or matrix, or a printing surface in papier-mache, or similar pliable material, and making from this a metal cast from which a newspaper page is printed (Note: Stereotype, also known by the abbreviation Stereo, refers to a Cut made from a mat.)

Stet -- proofreader's designation meaning to restore crossed-out words or letters (Note: Stet is usually written in the margin with dots under the words or letters to be kept.)

Stick -- small tray for holding type, usually several inches of Hand Set Type

Stickful -- tray filled with type

Stone -- smooth metal table on which Advertisements or full pages of newspaper are made up

Story -- any article written about a news event (Note: Advertisements and editorials do not fall under this designation.)

Straight Matter -- Body Type, or the actual story matter in a news article

Streamer -- prominent headline in large type running across all the columns of the front or inside pages of a newspaper. See Banner

String -- Correspondents in a newspaper's circulation area keep a String of clipped stories. The String shows the amount of material they wrote, which was printed in the newspaper (Note: Stringers, or Space-Writers, are paid by the line of published material.)

-more-

Style Book -- printed book of rules on typographical style to be followed by the newspaper's editors, reporters, printers, and proofreaders (Note: One of the Texas Education Agency's continuing committees, the Communications and Publications Committee, has produced a Style Book used throughout all divisions of the Agency for uniformity of style.)

Style Sheet -- set of rules governing writing style for a particular newspaper

Subhead -- one-line headlines, usually in boldface type, between paragraphs of a story (Note: These subordinate headlines, also known as Decks, are used as typographical devices to break the monotony of a solid column of type.)

Syl-la-ble -- com-plete part of words, usu-al-ly as they are pro-nounced

Syllabication -- knowledge of Syl-la-bles to break words correctly at the end of a line of type

Syndicate -- organization that sells news pictures, columns, and comics to newspapers

T

TTS -- abbreviation for Teletypesetter, which is defined below

Tabloid -- newspapers made up in half-page sizes (Note: Tabloids frequently have five columns instead of the traditional eight columns of type.)

Take -- one of the parts of a story that has been cut up to hasten setting it in type

TASS -- abbreviation for Telegraph Agency of the Soviet Union

Tear Sheet -- single page torn from a newspaper and given to an advertiser as proof that his advertisement was published correctly (Note: Tear Sheets of the editorial content of the newspaper are also pulled and include such items as book reviews that are sent to publishers.)

-more-

Telegraph Editor -- wire desk man who handles news coming in to the newspaper office via the Associated Press and United Press International wires

Teletype -- machine resembling a typewriter and with which an operator in one city can transmit news reports to identical machines in other cities

Teletypesetter -- electronically operated Linotype machine, which is activated by punched tapes and automatically sets type from the tapes (Note: Wire copy arrives in both the traditional all cap, or capitals, type and with an accompanying identical punched tape. More and more newspapers are adding the special typewriters to punch tapes on local copy. The tapes are fed into a computer that justifies lines and then feeds the tape into the Teletypesetter.)

Teletypewriter -- form of telegraph in which the receiver prints messages typed on the keyboard of the transmitter

Thirty -- reporters sign off their stories by putting Thirty--usually written -30- --at the end of them (Note: Other ways to indicate to the editor that he has come to the end of a story is to type The End or ###. See "The Origin of Thirty" on Page 362.)

Tie-In -- topic used as a purpose or theme for interviewing a particular individual

Tie-In Ads -- group of ads built around a central theme such as the Back to School editions

Tip -- suggestion for a possible news story

Transfer -- smooth metal table on which full pages of newspapers are made up (Note: The Transfer is a roller truck, and its legs can be raised or lowered to Transfer pages to the Stone or Stereotype roller. It is also known as a Turtle.)

Turtle -- See Transfer

Tympan -- sheets of paper, card, or cloth used for covering the platen or cylinder of a press to give added impression

Type -- raised letters used in printing

Type High -- all type measures .918 of an inch from feet to printing surface

Type Face -- all types of a single design of type in all sizes

-more-

Type Family -- various sizes and styles of type--all from the same basic design

Typeset -- newspaper type prepared on a typesetting machine, such as a Linotype

Typo -- newspaper slang for a typographical error

Typography -- design or appearance of all the elements of a piece of printed matter

U

UPI -- abbreviation for United Press International, a private newsgathering service agency, which provides worldwide news coverage to those newspapers and radio and television stations belonging to the service. The UPI supplies news, features, and photographs from both its own staff and subscribers to the service (Note: UPI is the merger of two former news services--United Press and International News Service.)

Unifax -- trade name for the United Press International machine that automatically receives pictures by wire

Upper Case -- capital letters (or caps) as versus Lower Case

-more-

V

W

Widow -- name given to a word at the end of a paragraph that, when setting type, ends up on a line by itself (Note: Type that is less than half a line of type is also called a Widow, and Widows may appear at the top or bottom or a type page or column.)

Wire News -- news received by telephone, telegraph, or teletype--and usually from a press association

Wirephoto -- photograph transmitted by telephone or electronic equipment

Wirephoto -- Associated Press machine, usually manually operated, which both receives and sends pictures by wire

Wire Service -- See AP and UPI

Wolff -- European wire service

Wood Type -- largest size of type, which is usualy used for the largest Banners or Advertisements

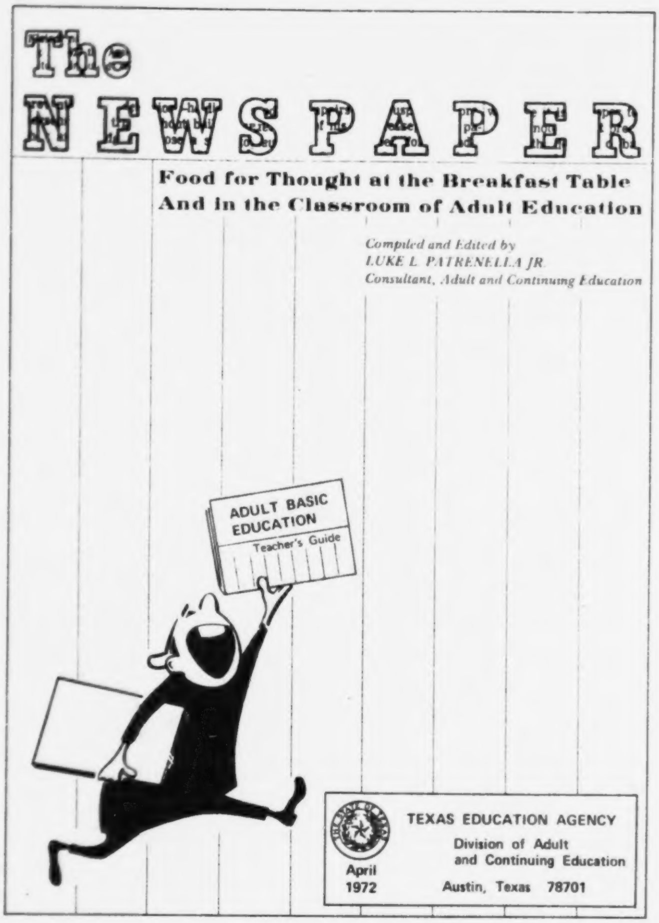
Wooden Headline -- Headline that is little more than a label

Wrong Font -- letter from one type series or font mixed with those from another

-more-

X, Y, and Z

Yellow Journalism -- publishing that plays up the sensational developments of a news story



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Food for Thought at the Breakfast Table
And in the Classroom of Adult Education

Compiled and Edited by
LUKE L. PATRENELLA JR.
Consultant, Adult and Continuing Education

TEXAS EDUCATION AGENCY
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A Bibliography Is the Sum of Its Parts

The Bibliography to this guide is divided into three parts:

LISTS OF NEWSPAPERS

SOURCES OF NEWSPAPER IN THE CLASSROOM AND/OR RELATED MATERIALS

ANNOTATED BIBLIOGRAPHY OF AVAILABLE NEWSPAPER IN THE CLASSROOM MATERIALS

Lists of Newspapers

Part One begins with two lists furnished through the courtesy of the Texas Press Association. First, there is a breakdown of Texas newspapers, both dailies and weeklies, served by the association. Next, there is a breakdown of Texas newspapers, both dailies and weeklies, listed alphabetically by count

Other lists in this first section include names and addresses of some major newspapers in the United States, alphabetically by states; large national newspapers such as the Christian Science Monitor; American Negro newspapers, such as The Informer, published in Houston, Texas; foreign newspapers, alphabeticall by country; and some American foreign language newspapers, such as El Diario de Nueva York, published in New York.

Sources of Newspaper in the Classroom and/or Related Materials

Part Two is not restricted to just sources where printed materials may be obtained It also contains the names of the consultants who participated in the Huntsville workshop. Where possible, each listing in Part Two has the name, title, and telephone number of the person at each source to contact regarding materials and services available.

Annotated Bibliography of Available Newspaper in the Classroom Materials

Part Three is really a bibliographic companion to Part Two. The entries in Part Three contain brief descriptions of the materials available from the sources listed in Part Two.

It should be emphasized that some of the materials listed as free or with a price may no longer be available. Also, because of the continuing rise of printing costs, materials listed as free may not now be gratis. This is not to discourage the reader from inquiring about any of the materials described or--for that matter--sending out a mass mailing to any or all the sources listed.

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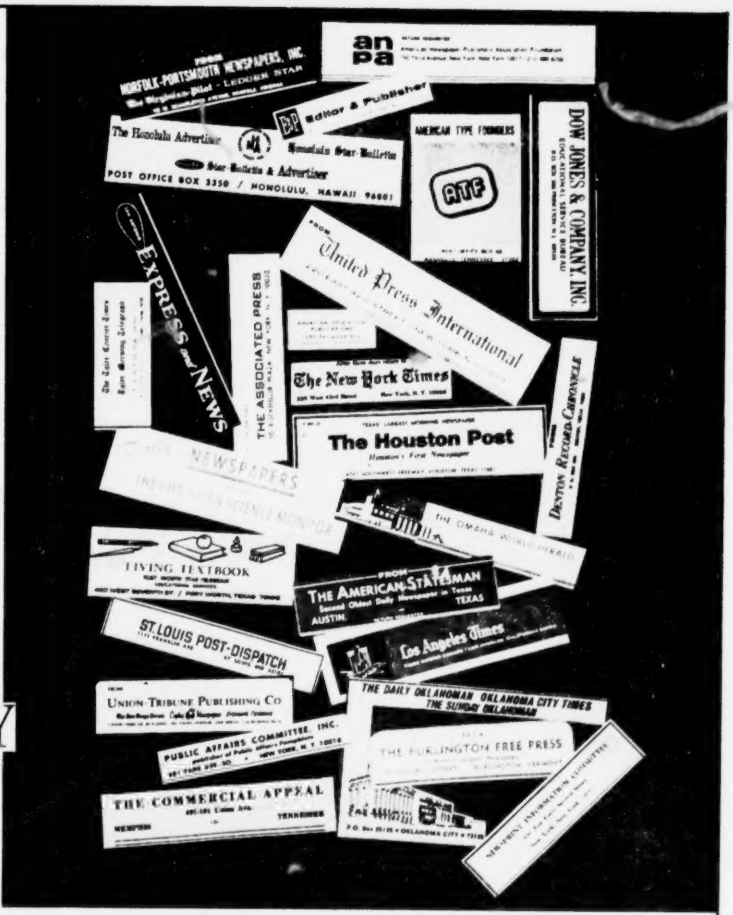
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Holland (76534) Progress (Mrs. Clyde R. Jones)
Hondo (78861) Anvil Herald (John D. Seater)
Honey Grove (75446) Signal-Citizen (Joe T. Morrow)
Hooks (75561) Reporter (Joe Bentley)
Houston (77055) Mirror (Mrs. Lester B. Swan)
Houston (77004) River Oaks Times (Ted Whitcomb)
Houston (77002) Texas Catholic Herald (John L. Fos)
Houston (77055) West Side Reporter (Henry C. Richards)
Howe (75059) Enterprise (Bob Walker)
Hubbard (76648) City News (W. L. Sewell)
Hughes Springs (75656) Bee (Carl Wren)
Humble (77338) Echo (John Lee Pundt)
Huntsville (77340) Item (Bassett Keller)
Hitchcock (77563) Community Press (A. E. Bowen)

Idalou (79329) Beacon (Bill Wilkerson)
Ingleside (78362) Index (Carter Snooks)
Iowa Park (76367) Herald (George Huckaby)
Iowa Park (76367) Leader (Bob Hamilton)
Iraan (79744) News (C. C. Carll)
Italy (76651) News-Herald (Leo C. Logan)
Itasca (76055) Item (Donald McDonald)

Jacksboro (76056) Gazette-News (J. R. Dennis)
Jacksboro (76056) Jack Co. Herald (Mabel Claire McGee)
Jacksonville (75766) Journal (Barnes Broiles)
Jasper (75951) Free Enterprise (Joseph V. Parsley)
Jasper (75951) News-Boy (Robert E. Scott)
Jayton (75928) Chronicle (A. E. Richards)
Jefferson (75657) Jimplecute (Dwaine Dennis)
Jewett (75846) Messenger (Mrs. L. D. Pettey Jr.)
Johnson City (78636) Record-Courier (Mrs. Claudialea Watts)
Jourdanton (78026) Atascosa County Monitor (Dan L. Ernst)
Junction (76849) Eagle (Roy Cooper)

Karnes City (78118) Citation (Nelson Noster)
Kaufman (75142) Herald (Jack Callan)
Kemp (75143) News (A. D. Whitaker)
Kenedy (78119) Advance (Sam D. Chesnutt)
Kenedy (78119) Times (Sam Burns)
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Kerens (75114) Tribune (Wayne Kittley)
Kermit (79745) Winkler Co. News (Bill Beckham)
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Kirbyville (75956) Banner (Mrs. Louise Herndon)
Knox City (79529) Knox Co. Herald (T. P. Herring)
Kountze (77625) News (Archer Fullingim)
Kress (79052) Chronicle (Mrs. Sue Cannon)

Ladonia (75449) News (Joe T. Morrow)
LaFeria (78559) News (Steve Elam)
La Grange (78945) Fayette Co. Record (Bonner McMillion)
La Grange (78945) Journal (Lester Zapalac)
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LaMarque (77568) Times (Orlando Blackburn)
Lamesa (79331) Press-Reporter (Walter Buckel)
Lampasas (76550) Dispatch (Ward Lowe)
Lampasas (76550) Record (Ward Lowe)
Lancaster (75146) Herald (Terry Conner)
Lancaster (75146) Leader (Bill Hollingsworth)
La Porte (77571) Bayshore Sun (Perry Carter)
Laredo (78040) South Texas Citizen (William N. Hall)
Leonard (75452) Graphic (J. D. Toney)
Lewisville (75067) Leader (V. O. Clements)
Liberty (77575) Vindicator (Ernie E. Zieschang)
Lindale (75771) News (Dan Peacock)
Linden (75563) Cass Co. Sun (C. B. Cochran)
Littlefield (79339) Leader-News (Bill Turner)
Livingston (77351) Lake Livingston Progress (Billy Dove)
Livingston (77351) Polk Co. Enterprise (Billy Dove)
Llano (78643) News (Hal Cunningham)
Lockhart (78644) Post-Register (J. L. Mohle Jr.)
Lockney (79241) Beacon (Jim Reynolds)
Lone Star (75668) Tribune (Ray C. Cochran)
Longview (75601) Greggtonian (S. A. Parker)
Loraine (79532) Mitchell County News (L. C. Burfield)
Lorenzo (79343) Leader (Mrs. [illegible]erry Beavers)
Lubbock (79408) West Texas Times (Norman L. Williamson)
Luling (78648) Newsboy (R. E. Bailey Jr.)
Luling (78648) Signal (Mrs. R. L. Edwards)

McCamey (79752) News (C. C. Carll)
McGregor (76657) Mirror-Sun (Tom Mooney)
McKinney (75069) Examiner (Wofford Thompson)
McLean (79057) News (Elliott M. Bailey)
Mabank (75147) Banner (William E. Folsom, Jr.)
Madisonville (77864) Meteor (W. B. Crossley)
Malakoff (75148) News (Gilbert Bocell)
Mansfield (76063) News-Mirror (Geo W. Hawkes)
Marble Falls (78654) Highlander (Bob Bray)
Marble Falls (78654) Messenger (W. H. Miller)
Marfa (79843) Big Bend Sentinel (F. H. Ryan Jr.)
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Menard (76859) News (David Young)
Mercedes (78570) Enterprise (Dan R. Morrison)
Meridian (76665) Tribune (James D. Gardner)
Merkel (79536) Mail (Dave Brumbeau)
Mesquite (75149) Texas Mesquiter (Paul Barham)
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Midlothian (76065) Reporter (Travis Long)
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Mineral Wells (76067) Palo Pinto Co. Star (Bill R. Houghton)
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Mount Enterprise (75681) Progress (Joe R. Compton)
Mount Pleasant (75455) Times-Review (W. N. Furey)
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Muleshoe (79347) Journal (Larry B. Hall)
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Plainview (79072) Tribune (J. P. Zimmerman)
Plano (75074) Star-Courier (Mrs. E. L. Sherrill)
Pleasanton (78064) Express (W. K. Daetwyler)
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Portland (78374) News (Keith Guthrie)
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Port Lavaca (77979) Wave (Walter McLean)
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San Antonio (78206) Farm & Ranch News (Pat McCarty)
San Augustine (75972) Rambler (Sam Malone)
San Augustine (75972) Tribune (W. F. Hays)
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Sanger (76266) Courier (Ralph Cole)
San Juan (78589) Sentinel (Magdaleno Medrano)
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Shallowater (79363) Star of the Plains (Glenn Martin)
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Spearman (79081) Reporter (W. M. Miller)
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Stephenville (76401) Empire-Tribune (Darwin Ellis)
Sterling City (76951) News-Record (Jack Douthit)
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Stratford (79084) Star (Dave McReynolds)
Strawn (76475) Reporter (J. G. Wright)
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Sulphur Springs (75482) Hopkins Co. Echo (F. W. Frailey)
Sweetwater (79556) Nolan Co. News (Elmer Wright)

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Talco (75487) Times (George Grant)
Taylor (76574) Times (Bob Mathis)
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Tomball (77375) Tribune (Jesse C. Powell)
Trenton (75490) Tribune (Tom Holmes)
Trinity (75862) Standard (Raleigh A. Lamb)
Tulia (79088) Herald (H. M. Baggarly)

Uvalde (78801) Leader-News (Harry Hornby Jr.)

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Woodville (75979) Tyler County Booster (Robert E. Jackson)
Wortham (76693) Journal (Mrs. Michael Bierponch)
Wylie (75098) News (C. Truett Smith)

Yoakum (77995) Herald-Times (John E. Janacek)
Yorktown (78164) DeWitt Co. View (John E. Janacek)
Yorktown (78164) News (Lee Roy Griffin Jr.)

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Sealy, News. (Wilma Petrusek)

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Muleshoe, Bailey Co. Journal. (Larry B. Hall)

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KILLEEN, DAILY HERALD. (James C. Gresham)
TEMPLE, DAILY TELEGRAM. (Frank Mayborn)

BEXAR COUNTY (San Antonio)—20, 21 & 23
San Antonio, Alamo Messenger. (Wm. A. Killian)
SAN ANTONIO, RECORDER. (Mrs. Charles D. Treuter)
San Antonio, Farm & Ranch News. (Pat McCarty)
SAN ANTONIO, LIGHT. (Frank A. Bennack Jr.)
SAN ANTONIO, EXPRESS & NEWS. (Conway C. Craig)

BLANCO COUNTY (Johnson City)—10
Blanco, News. (J. N. Houck)
Johnson City, Record-Courier. (Mrs. Claudialea Watts)

BORDEN COUNTY (Gail)—19
none

BOSQUE COUNTY (Meridian)—11
Clifton, Record. (J. W. Smith)
Valley Mills, Tribune. (Collis D. Sellman)
Meridian, Tribune. (James D. Gardner)

BOWIE COUNTY (Boston)—1
DeKalb, News. (Fred Napp)
New Boston, Bowie Co. News. (J. E. Laney, Jr.)
TEXARKANA, GAZETTE AND NEWS. (W. E. Hussman)
Hooks, Reporter. (Joe Bentley)

BRAZORIA COUNTY (Angleton)—9 & 14
Alvin, Sun. (A. E. Bowen)
Angleton, Times. (Bruce Morisse)
FREEPORT, BRAZOSPORT FACTS. (James S. Nabors)
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Pearland, Tri-County Sun Progress. (A. W. Storrs)

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BURNET COUNTY (Burnet)—10
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Marble Falls, Highlander. (Bob Bray)
Marble Falls, Messenger. (W. H. Miller)

CALDWELL COUNTY (Lockhart)—10
Lockhart, Post-Register. (J. L. Mohle, Jr.)
Luling, Newsboy. (R. E. Bailey, Jr.)
Luling, Signal. (Mrs. R. L. Edwards)

CALHOUN COUNTY (Port Lavaca)—14
Port Lavaca, Wave. (Walter McLean)
Port Lavaca, Calhoun Co. Times. (Walter McLean)

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Cross Plains, Review. (Jack Scott)

CAMERON COUNTY (Brownsville)—15
Brownsville, Times. (Ward Walker)
Harlingen, Press. (Sam Burns)
San Benito, News. (Steve Elam)
BROWNSVILLE, HERALD. (F. William Power)
HARLINGEN, VALLEY MORNING STAR. (Ralph Juillard)
LaFeria, News. (Steve Elam)
Port Isabel, Press. (Steve Elam)

CAMP COUNTY (Pittsburg)—1
Pittsburg, Gazette. (T. J. White)

CARSON COUNTY (Panhandle)—18
Groom, News. (Max Wade)
Panhandle, Herald. (Don Peoples)
White Deer, News. (Joseph J. Miller)

CASS COUNTY (Linden)—1
Atlanta, Citizens Journal. (Gordon Fulcher)
Linden, Cass Co. Sun. (C. B. Cochran)
Hughes Springs, Bee. (Carl Wren)

CASTRO COUNTY (Dimmitt)—18
Dimmitt, Castro Co. News. (B. M. Nelson)
Hart, Beat. (Mrs. Sue Cannon)

CHAMBERS COUNTY (Anahuac)—9
Anahuac, Progress. (Ernie E. Zieschang)
Winnie, Winnie-Stowell Chronicle. (Ernie E. Zieschang)

CHEROKEE COUNTY (Rusk)—1
Alto, Herald. (Frank Ed Weimar)
Rusk, Cherokee County Banner. (Barnes Broiles)
Rusk, Cherokeean. (E. H. Whitehead)
JACKSONVILLE, PROGRESS. (Barnes Broiles)
Jacksonville, Journal. (Barnes Broiles)

CHILDRESS COUNTY (Childress)—18
CHILDRESS, INDEX. (Morris Higley)
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Frisco, Enterprise. (Harlan Bridwell)
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McKinney, Examiner. (Wofford Thompson)
Plano, Star-Courier. (Mrs. E. L. Sherrill)
Wylie, News. (C. Truett Smith)

COLLINGSWORTH COUNTY (Wellington)—18
Wellington, Leader. (Deskins Wells)

COLORADO COUNTY (Columbus)—10
Columbus, Colorado Co. Citizen. (Jim Belcher)
Eagle Lake, Headlight. (Fred R. Frnka)
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Gatesville, Coryell Co. News. (Mrs. W. Mat Jones)
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CULBERSON COUNTY (Van Horn)—16
Van Horn, Advocate. (M. Gene Dow)

DALLAM COUNTY (Dalhart)—18
DALHART, TEXAN. (Kenneth Hogue)

DALLAS COUNTY (Dallas)—3, 5, 6, & 13
Carrollton, Chronicle. (Ted Rickenbacher Jr.)
Cedar Hill, Chronicle. (Royce Brown)
DALLAS, DAILY COMMERCIAL RECORD. (E. Nuel Cates)
DALLAS, MORNING NEWS. (Joseph M. Dealey)
Dallas, Oak Cliff Tribune. (Ray Zauber)
Dallas, Outdoor Times. (Dick McCune)
Dallas, Park Cities News. (James Buerger)
DALLAS, SMU CAMPUS. (Martin Reese)
Dallas, Suburban Tribune. (Roy W. Rogers)
DALLAS, TIMES HERALD. (James F. Chambers)
Dallas, White Rocker. (Robert F. Ashley)
DeSoto, Star. (Rick Taylor)
Duncanville, Suburban. (Royce Brown)
Farmers Branch, Times. (Ted Rickenbacker Jr.)
GARLAND, DAILY NEWS. (Bob Johnson)
Lancaster, Herald. (Terry Conner)
Lancaster, Leader. (Bill Hollingsworth)
Mesquite, Texas Mesquiter. (Paul Barham)
Seagoville, Southeast Star. (Tommy R. Ayres)
Dallas, Suburban News (Ed King)
GRAND PRAIRIE, DAILY NEWS. (Bob Johnson)
IRVING, DAILY NEWS (Bob Johnson)
RICHARDSON, NEWS. (Bob Johnson)

DAWSON COUNTY (Lamesa)—19
Lamesa, Press-Reporter. (Walter Buckel)

DEAF SMITH COUNTY (Hereford)—18
Hereford, Brand. (Melvin Young)

DELTA COUNTY (Cooper)—1
Cooper, Review. (J. T. Toney)

DENTON COUNTY (Denton)—13
DENTON, RECORD-CHRONICLE. (Riley Cross)
Lewisville, Leader. (Clemo Clements)
Pilot Point, Post-Signal. (Ralph Cole)
Sanger, Courier. (Ralph Cole)

DeWITT COUNTY (Cuero)—23
CUERO, DAILY RECORD. (Jack Howerton)
Yorktown, DeWitt Co. View. (John Janacek)
Yorktown, News. (Lee Roy Griffin Jr.)

DICKENS COUNTY (Dickens)—13
Spur, Texas Spur. (Grady Joe Harrison)

DIMMITT COUNTY (Carrizo Springs)—23
Carrizo Springs, Javelin. (George Willems)

DONLEY COUNTY (Clarendon)—18
Clarendon, Donley Co. Leader. (G. W. Estlack)
Hedley, Informer. (D. E. Boliver)

DUVAL COUNTY (San Diego)—23
Freer, Enterprise. (V. F. Guthrie)
San Diego, Duval Co. Facts. (Keith Guthrie)

EASTLAND COUNTY (Eastland)—17
Cisco, Press. (H. V. O'Brien)
Gorman, Progress. (Eugene Baker)
Carbon, Messenger. (W. M. Dunn)
Eastland, Telegram. (H. V. O'Brien)
Ranger, Times. (H. V. O'Brien)
Rising Star, Rising Star. (B. A. Butler)

ECTOR COUNTY (Odessa)—21
ODESSA, AMERICAN. (Vern L. DeBolt)

EDWARDS COUNTY (Rocksprings)—21
Rocksprings, Texas Mohair Weekly. (J. W. Hutt)

ELLIS COUNTY (Waxahachie)—6
ENNIS NEWS. (Charles Gentry)
Ferris, Wheel. (Winnon A. Smith)
Italy, News-Herald. (Leo C. Logan)
Midlothian, Mirror. (Penn Jones, Jr.)
Midlothian, Reporter. (Travis Long)
WAXAHACHIE, DAILY LIGHT. (Don Coppedge)
Ennis, Local. (Charles Gentry)
Palmer, Rustler. (Charles Gentry)

EL PASO COUNTY (El Paso)—16
Fabens, Valley Independent. (Milton P. Massey)
Anthony, Valley News. (Barney Dial)
EL PASO, HERALD-POST. (R. W. Lee)
EL PASO, TIMES. (D. D. Roderick)

ERATH COUNTY (Stephenville)—17
Dublin, Progress. (Tommy Hicks)
STEPHENVILLE, DAILY EMPIRE. (Darwin Ellis)
Stephenville, Empire-Tribune. (Darwin Ellis)

FALLS COUNTY (Marlin)—11
MARLIN, DAILY DEMOCRAT. (J. C. Chatmas Jr.)
Rosebud, News. (John R. Killgore)
Marlin, Weekly Democrat. (J. C. Chatmas Jr.)

FANNIN COUNTY (Bonham)—4
BONHAM, DAILY FAVORITE. (Aubrey McAlister)
Bonham, Herald. (Aubrey McAlister)
Honey Grove, Signal-Citizen. (Joe T. Morrow)
Ladonia, News. (Joe T. Morrow)
Leonard, Graphic. (J. D. Toney)
Trenton, Tribune. (Tom Holmes)

FAYETTE COUNTY (La Grange)—10
Flatonia, Argus. (George W. Bridges)
LaGrange, Journal. (Lester Zapalac)
Schulenburg, Sticker. (G. Frank Bridges)
LaGrange, Fayette Co. Record. (Bonner McMillion)

FISHER COUNTY (Roby)—17
Rotan, Advance Star-Record. (E. H. Shelton)

FLOYD COUNTY (Floydada)—19
Floydada, Floyd Co. Hesperian. (Wendell Tooley)
Lockney, Beacon. (Jim Reynolds)

FOARD COUNTY (Crowell)—13
Crowell, Foard Co. News (Wm. M. Klepper)

FORT BEND COUNTY (Richmond)—9
ROSENBERG, HERALD-COASTER. (Richard Barton)
Stafford, Fort Bend Mirror. (Bee Landrum)
Needville, Gulf Coast Tribune. (John E. Janacek)

FRANKLIN COUNTY (Mount Vernon)—1
Mount Vernon, Optic-Herald. (James T. Bass)

FREESTONE COUNTY (Fairfield)—6
Fairfield, Recorder. (Joe Lee Kirgan, Jr.)
Teague, Chronicle. (Ralph E. Massey)
Wortham, Journal. (Mrs. Michael Bierponch)

FRIO COUNTY (Pearsall)—23
Dilley, Herald. (Jack Bush)
Pearsall, Leader. (Myrtle Bush)

GAINES COUNTY (Seminole)—19
Seagraves, Gaines Co. News. (Harry Cayce)
Seminole, News. (Leon Foote)
Seminole, Sentinel. (Burl McClellan)

GALVESTON COUNTY (Galveston)—9
Dickinson, Suburban Journal. (J. A. Newborn Jr.)
GALVESTON, NEWS. (Les Daughtry)
Hitchcock, Community Press. (A. E. Bowen)
LaMarque, Times. (Orlando Blackburn)
TEXAS CITY, SUN. (Harvey Prichard)

GARZA COUNTY (Post)—19
Post, Dispatch. (Jim Cornish)

GILLESPIE COUNTY (Fredericksburg)—21
Fredericksburg, Radio-Post. (Norman J. Dietel)
Fredericksburg, Standard. (A. H. Kowert)
Harper, Herald. (Norman J. Dietel)

GLASSCOCK COUNTY (Garden City)—17
none

GOLIAD COUNTY (Goliad)—14
Goliad, Advance Guard. (Arthur Dale White)

GONZALES COUNTY (Gonzales)—23
GONZALES, DAILY INQUIRER. (Edward Reese)
Nixon, News. (C. O. Hawkins)
Smiley, Tabloid. (C. O. Hawkins)
Waelder, Home Paper. (John D. Seater)
Gonzales, Weekly Inquirer. (Edward Reese)

GRAY COUNTY (Pampa)—18
McLean, News. (Elliott M. Bailey)
PAMPA, DAILY NEWS. (A. W. Bassett)

GRAYSON COUNTY (Sherman)—4
Howe, Enterprise. (Bob Walker)
Van Alstyne, Leader. (J. G. Cayce)
Whitesboro, News-Record. (Ron Smith)
Whitewright, Sun. (Buddy Camper)
DENISON, HERALD. (C. B. Crittenden)
SHERMAN, DEMOCRAT. (Albert Nibling)

GREGG COUNTY (Longview)—4
Gladewater, Mirror. (Mrs. Harry Kates)
KILGORE, NEWS HERALD. (Charles K. Devall)
LONGVIEW, NEWS & JOURNAL. (Mrs. Carl Estes)
Longview, Greggtonian. (S. A. Parker)

GRIMES COUNTY (Anderson)—6
Navasota, Examiner-Review. (R. H. Whitten)

GUADALUPE COUNTY (Seguin)—23
Seguin, Enterprise. (Otha Grisham)
Seguin, Gazette. (John C. Taylor)

HALE COUNTY (Plainview)—19
Abernathy Review. (Buford Davenport)
Hale Center, American. (Tom Rambo)
Petersburg, Post. (Russell L. Grimes)
PLAINVIEW, HERALD. (James B. Oswald)
Plainview, Tribune. (J. P. Zimmerman)

HALL COUNTY (Memphis)—18
Memphis, Democrat. (Herschel A. Combs)

HAMILTON COUNTY (Hamilton)—17
Hamilton, Herald-News. (R. B. Miller Jr.)
Hico, News-Review. (E. V. Meador)

HANSFORD COUNTY (Spearman)—18
Gruver, Leader. (L. G. Campbell Jr.)
Spearman, Hansford Plainsman. (W. M. Miller)
Spearman, Reporter. (W. M. Miller)

HARDEMAN COUNTY (Quanah)—13
Chillicothe, Valley News. (Charlie Curry)
Quanah, Tribune-Chief. (Mrs. Carroll Koch)

HARDIN COUNTY (Kountze)—2
Silsbee, Bee. (R. L. Read)
Sour Lake, Oil City Visitor. (B. L. Cornwell, Jr.)
Kountze, News. (Archer Fullingim)

HARRIS COUNTY (Houston)—7, 8 & 22
BAYTOWN, SUN. (Fred Hartman)
Bellaire, Texan. (V. M. Preston)
Deer Park, Progress. (Gene Maxwell)
Highlands, Star. (James W. Brazzil)
HOUSTON, CHRONICLE. (Frank Warren)
HOUSTON, DAILY COURT REVIEW. (Earl M. Morin)
Houston, Mirror. (Mrs. Lester B. Swan)
Houston, River Oaks Times. (Ted Whitcomb)
Houston, Texas Catholic Herald. (John L. Foe)
Houston, West Side Reporter. (Henry C. Richards)
Humble, Echo. (John Pundt)
LaPorte, Bayshore Sun. (Perry Carter)
PASADENA, STAR NEWS CITIZEN. (Tex Adams)
HOUSTON, POST. (Mrs. Oveta Culp Hobby)
Tomball Tribune. (Jesse Powell)

HARRISON COUNTY (Marshall)—1
Hallsville, Review. (Cal Long)
Waskom, Enterprise. (R. R. Davenport)
MARSHALL, NEWS-MESSENGER. (William M. Woody)

HARTLEY COUNTY (Channing)—18
none

HASKELL COUNTY (Haskell)—17
Haskell, Free Press. (Jetty V. Clare)
Rochester, Reporter. (Tommy Herring)

HAYS COUNTY (San Marcos)—10
San Marcos, Record. (Walter E. Buckner)

HEMPHILL COUNTY (Canadian)—18
Canadian, Record. (Ben R. Ezzell)

HENDERSON COUNTY (Athens)—2
ATHENS DAILY REVIEW. (Richard E. Dwelle)
Malakoff, News. (Gilbert Bocell)
Athens, Weekly Review. (Richard E. Dwelle)

HIDALGO COUNTY (Edinburg)—15
Alamo, News. (Earl G. Hamburg)
EDINBURG, DAILY REVIEW (James V. Mathis)
Mercedes, Enterprise. (Dan R. Morrison)
Mission, Times. (James V. Mathis)
Pharr, Press. (Lloyd H. Glover)
San Juan, Sentinel. (Magdaleno Medrano)
Weslaco, Mid-Valley News. (James V. Mathis)
McALLEN, VALLEY EVENING MONITOR. (J. R. Kinard)

HILL COUNTY (Hillsboro)—6
HILLSBORO, DAILY MIRROR. (Bob Younger)
Hillsboro, Reporter. (J. K. Lane Jr.)
Hubbard, City News. (W. L. Sewell)
Itasca, Item. (Donald McDonald)
Whitney, Messenger. (Leonard Webb)

HOCKLEY COUNTY (Levelland)—19
LEVELLAND, SUN-NEWS. (Allen Gardner)
Ropesville, Plainsman. (Celeste Thomas)

HOOD COUNTY (Granbury)—11
Granbury, Hood Co. News Tablet. (Mrs. A. B. Crawford)

HOPKINS COUNTY (Sulphur Springs)—1
SULPHUR SPRINGS, NEWS-TELEGRAM. (F. W. Frailey)
Sulphur Springs, Hopkins Co. Echo. (F. W. Frailey)

HOUSTON COUNTY (Crockett)—2
Crockett, Houston County Courier. (John Lewis)
Grapeland, Messenger. (Weldon Kerby)

HOWARD COUNTY (Big Spring)—17
BIG SPRING, HERALD. (R. W. Whipkey)

HUDSPETH COUNTY (Sierra Blanca)—16
Dell City, Dell Valley Review. (Mrs. James Lynch)

HUNT COUNTY (Greenville)—4
Commerce, Journal. (Paul Bailey)
Quinlan, Tawakoni News. (Bob Robison)
Wolfe City, Sun. (Joe T. Morrow)
Celeste, Courier. (J. D. Toney)
GREENVILLE, HERALD-BANNER. (Matt Sheley)

HUTCHINSON COUNTY (Stinnett)—18
BORGER, NEWS-HERALD. (W. Glynn Morris)

IRION COUNTY (Mertzon)—21
none

JACK COUNTY (Jacksboro)—13
Jacksboro, Gazette-News. (J. R. Dennis, Jr.)
Jacksboro, Jack Co. Herald. (Mabel Claire McGee)

JACKSON COUNTY (Edna)—14
Edna, Herald. (John Harrah)
Ganado, Tribune. (John E. Janacek)

JASPER COUNTY (Jasper)—2
Jasper, Free Enterprise. (Joseph V. Parsley)
Jasper, News Boy. (Robert E. Scott)
Kirbyville, Banner. (Mrs. Louise Herndon)

JEFF DAVIS COUNTY (Fort Davis)—16
None

JEFFERSON COUNTY (Beaumont)—9
Nederland, Midcounty Review. (J. A. Barr)
BEAUMONT, ENTERPRISE & JOURNAL. (R. M. Frost)
PORT ARTHUR, NEWS. (Jack Scott)

JIM HOGG COUNTY (Hebbronville)—15
Hebbronville, Enterprise. (Pedro G. Chapa)

JIM WELLS COUNTY (Alice)—23
ALICE DAILY ECHO. (Lowell Hunt)
Premont, Press. (Bob Parker)
Orange Grove, Observer. (Keith Guthrie)

JOHNSON COUNTY (Cleburne)—6
Alvarado, Bulletin. (Franklin Pardue)
Burleson, Dispatcher. (R. G. K. Deering)
Burleson, Star. (Wayne Hutson)
Cleburne, Johnson County News. (Al White)
CLEBURNE, TIMES-REVIEW. (William Rawland)
Grandview, Tribune. (J. A. Burch)

JONES COUNTY (Anson)—17
Anson, Western Observer. (Ed Sprowls)
Hamlin, Herald. (Bob Craig)
Stamford, American. (Roy M. Craig)

KARNES COUNTY (Karnes City)—23
Karnes City, Citation. (Nelson Noster)
Kenedy, Advance. (Sam D. Chesnutt)
Kenedy, Times. (Sam Burns)
Runge, Karnes Co. News. (Carter Snooks)

KAUFMAN COUNTY (Kaufman)—4
Crandall, Star. (Inez Adams)
Forney, Messenger. (Mrs. Helen McCain)
Kaufman, Herald. (Jack Callan)
Mabank, Banner. (William E. Folsom, Jr.)
TERRELL, TRIBUNE. (Noble H. Welch)
Kemp, News. (A. D. Whitaker)

KENDALL COUNTY (Boerne)—21
Boerne, Star. (William G. Davis, Jr.)
Comfort, News. (Reed Harp)

KENEDY COUNTY (Sarita)—15
none

KENT COUNTY (Jayton)—13
Jayton, Chronicle. (A. E. Richards)

KERR COUNTY (Kerrville)—21
KERRVILLE, DAILY TIMES. (Bill Dozier)
Kerrville, Mountain Sun. (Forrest Salter)

KIMBLE COUNTY (Junction)—21
Junction, Eagle. (Roy Cooper)

KING COUNTY (Guthrie)—13
none

KINNEY COUNTY (Brackettville)—21
none

KLEBERG COUNTY (Kingsville)—15
Kingsville, Record-News. (E. B. Erard)

KNOX COUNTY (Benjamin)—13
Knox City, Knox Co. Herald. (T. P. Herring)
Munday, Times. (T. P. Herring)

LAMAR COUNTY (Paris)—1
Deport, Times. (George Grant)
Paris, Lamar Co. Echo. (Thomas B. Steely)
PARIS, NEWS. (W. W. Bassano)

LAMB COUNTY (Littlefield)—18
Amherst, Press. (J. W. House Jr.)
Earth, News-Sun. (Ross Middleton)
Littlefield, Leader-News. (Bill Turner)
Olton, Enterprise. (Mrs. Sue Cannon)
Sudan, Beacon-News. (J. W. House, Jr.)

LAMPASAS COUNTY (Lampasas)—21
Lampasas, Dispatch. (Ward Lowe)
Lampasas, Record. (Ward Lowe)

LA SALLE COUNTY (Cotulla)—23
Cotulla, Record. (Myrtle Bush)

LAVACA COUNTY (Hallettsville)—23
Hallettsville, Tribune-Herald. (Richard Malec)
Shiner, Gazette. (Mrs. Lee Sedlmeyer)
Moulton, Eagle. (Edwin Gallia Jr.)
Yoakum, Herald-Times. (John E. Janacek)

LEE COUNTY (Giddings)—10
Giddings, Times & News. (Buddy Preuss)

LEON COUNTY (Centerville)—6
Buffalo, Press. (Ray E. Fulks)
Centerville, Leon Co. News. (J. E. Dickey, Jr.)
Normangee, Star. (William Moss)
Jewett, Messenger. (Mrs. L. D. Pettey Jr.)

LIBERTY COUNTY (Liberty)—2
Cleveland, Advocate (Willis Webb)
Dayton, News. (Ernie Zieschang)
Liberty, Vindicator. (Ernie E. Zieschang)

LIMESTONE COUNTY (Groesbeck)—11
Coolidge, Herald. (W. L. Sewell)
Groesbeck, Journal. (Jack R. Hawkins)
MEXIA, DAILY NEWS. (W. L. Sewell)

LIPSCOMB COUNTY (Lipscomb)—18
Booker, News. (Dwight F. Spies)
Higgins, News. (O. J. Smith)
Follett, Times. (F. C. Scaggs)

LIVE OAK COUNTY (George West)—14
George West, Live Oak Co. Herald. (Carter Snooks)
Three Rivers, News. (Carter Snooks)

LLANO COUNTY (Llano)—21
Llano, News. (Hal Cunningham)

LOVING COUNTY (Mentone)—16
none

LUBBOCK COUNTY (Lubbock)—19
Lubbock, West Texas Times. (Norman L. Williamson)
Shallowater, Star of the Plains. (Glenn Martin)
Slaton, Slatonite. (O. G. Nieman)
Idalou, Beacon. (Bill Wilkerson)
LUBBOCK, AVALANCHE-JOURNAL. (Parker Prouty)

LYNN COUNTY (Tahoka)—19
O'Donnell, Index-Press. (O. G. Smith, Jr.)
Tahoka, Lynn Co. News. (John Valentine)

McCULLOCH COUNTY (Brady)—21
Brady, Herald (C. D. Reed)
Brady, Standard. (L. B. Smith)

McLENNAN COUNTY (Waco)—11
McGregor, Mirror-Sun. (Tom Mooney)
MART, DAILY HERALD. (John Sellman)
Mart, Weekly Herald. (John Sellman)
Moody, Courier. (John Sellman)
Riesel, Rustler. (Norman S. White)
Waco, Citizen. (W. S. Foster)
WACO, NEWS-TRIBUNE & TIMES-HERALD. (Pat Taggart)
West, News. (Joseph F. Holasek)

McMULLEN COUNTY (Tilden)—23
Tilden, McMullen Co. News. (Carter Snooks)

MADISON COUNTY (Madisonville)—6
Madisonville, Meteor. (W. B. Crossley)

MARION COUNTY (Jefferson)—1
Jefferson, Jimplecute. (Dwaine Dennis)

MARTIN COUNTY (Stanton)—19
Stanton, Reporter. (Neal Estes)

MASON COUNTY (Mason)—21
Mason, Mason Co. News (G. W. Lyon)

MATAGORDA COUNTY (Bay City)—14
BAY CITY, DAILY TRIBUNE. (Glenn J. Sedam)
Palacios, Beacon (Hugh Dismukes)

MAVERICK COUNTY (Eagle Pass)—23
Eagle Pass, News-Guide. (A. W. McBeath)

MEDINA COUNTY (Hondo)—23
Castroville, News Bulletin. (Joe L. Schott)
Hondo, Anvil Herald. (John D. Seater)
Devine, News. (C. P. DuBose)

MENARD COUNTY (Menard)—21
Menard, News. (David Young)

MIDLAND COUNTY (Midland)—19
Midland, Flare. (Bill Beckham)
MIDLAND, REPORTER-TELEGRAM. (James N. Allison)

MILAM COUNTY (Cameron)—11
Cameron, Herald. (Frank M. Luecke)
Rockdale, Reporter. (W. H. Cooke)
Thorndale, Champion. (Don Scarbrough)

MILLS COUNTY (Goldthwaite)—17
Goldthwaite, Eagle. (Victor E. Koleber)

MITCHELL COUNTY (Colorado City)—17
Colorado City, Record. (Joe Bell)
Loraine, Mitchell County News. (Clifton Burfield)

MONTAGUE COUNTY (Montague)—13
Bowie, News. (Jim Winter)
Bowie, Times-News. (Jim Winter)
Nocona, News. (Edgar R. Hays)
Saint Jo, Tribune. (R. L. Jeter)

MONTGOMERY COUNTY (Conroe)—2
Conroe, Courier. (Rigby Owen, Jr.)

MOORE COUNTY (Dumas)—18
Dumas, Moore County News. (Dick Reavis)

MORRIS COUNTY (Daingerfield)—1
Daingerfield News. (Ray C. Cochran)
Lone Star, Tribune. (Ray C. Cochran)
Naples, Monitor. (Lee Narramore)
Omaha Times. (Ray C. Cochran)

MOTLEY COUNTY (Matador)—18
Matador, Tribune. (Douglas Meador)

NACOGDOCHES COUNTY (Nacogdoches)—2
Cushing, News. (J. R. Compton)
Garrison, News. (Loyd C. Grissom)
NACOGDOCHES, DAILY SENTINEL. (Victor B. Fain)
Nacogdoches, Redland Herald. (Victor B. Fain)

NAVARRO COUNTY (Corsicana)—6
Blooming Grove, Times. (E. D. McCormick)
Dawson, Herald. (Wayne Allard)
Frost, Enterprise. (E. D. McCormick)
Kerens, Tribune. (Wayne Kittley)
CORSICANA, DAILY SUN. (Jerry Strader)
Corsicana, Semi-Weekly Light. (Jerry Strader)

NEWTON COUNTY (Newton)—2
Newton, Herald. (Chuck Stamps)

NOLAN COUNTY (Sweetwater)—17
Roscoe, Times. (George Parks)
SWEETWATER, REPORTER. (Elmer Wright)
Sweetwater, Nolan Co. News. (Elmer Wright)

NUECES COUNTY (Corpus Christi)—14
Corpus Christi, Voice-Chronicle. (Joe B. Kemp)
Robstown, Record. (Carroll Keach)
CORPUS CHRISTI, CALLER-TIMES. (Edward H. Harte)

OCHILTREE COUNTY (Perryton)—18
Perryton, Herald. (Harold Hudson)

OLDHAM COUNTY (Vega)—18
Vega, Enterprise. (Leon Yell)

ORANGE COUNTY (Orange)—2
ORANGE, LEADER, (J. B. Quigley)
Vidor, Vidorian. (Merle Luker)

PALO PINTO COUNTY (Palo Pinto)—17
MINERAL WELLS, INDEX. (Bob J. Hickey)
Mineral Wells, Palo Pinto Co. Advance. (R. L. Martin)
Strawn, Reporter. (J. G. Wright)
Mineral Wells, Palo Pinto County Star. (Bill Houghton)

PANOLA COUNTY (Carthage)—1
Carthage, Panola Watchman. (James Smith)

PARKER COUNTY (Weatherford)—11
Aledo, Aristocrat. (Bill Eskew)
WEATHERFORD, DEMOCRAT. (Oscar Boyd)
Weatherford, Parker County News. (Oscar Boyd)

PARMER COUNTY (Farwell)—18
Bovina, Blade. (Dolph Moten)
Farwell, State Line Tribune. (John L. Getz)
Friona, Star. (Bill Ellis)

PECOS COUNTY (Fort Stockton)—16
Fort Stockton, Pioneer. (Frank Baker)
Iraan, News. (C. C. Carll)

POLK COUNTY (Livingston)—2
Livingston, Lake Livingston Progress. (Billy Dove)
Livingston, Polk Co. Enterprise. (Billy Dove)
Corrigan, Times. (Lee Coy Smith)

POTTER COUNTY (Amarillo)—18
AMARILLO, NEWS & GLOBE-TIMES. (S. B. Whittenburg)

PRESIDIO COUNTY (Marfa)—16
Marfa, Big Bend Sentinel. (F. H. Ryan Jr.)

RAINS COUNTY (Emory)—4
Emory, Rains Co. Leader. (Kathleen H. Becknall)

RANDALL COUNTY (Canyon)—18
Canyon, News. (Troy Martin)

REAGAN COUNTY (Big Lake)—21
Big Lake, Wildcat. (J. L. Werst, Jr.)

REAL COUNTY (Leakey)—21
none

RED RIVER COUNTY (Clarksville)—1
Bogata, News. (George Grant)

REEVES COUNTY (Pecos)—16
Pecos, Independent-News & Enterprise. (Orb Rowden)

REFUGIO COUNTY (Refugio)—14
Refugio, County Press. (C. M. Henkel Jr.)
Refugio, County Record. (Carter Snooks)
Refugio, Timely Remarks. (Carter Snooks)
Woodsboro, News. (Carter Snooks)

ROBERTS COUNTY (Miami)—18
Miami, Chief. (R. B. Haynes)

ROBERTSON COUNTY (Franklin)—11
Bremond, Press. (Herman Yezak)
Franklin, Texan. (Herman Yezak)
Hearne, Democrat. (Leon Wilson)
Calvert, News-Messenger. (Eugene Gay)

ROCKWALL COUNTY (Rockwall)—4
Royse City, American. (R. N. Robison)
Rockwall, Success. (P. J. Bounds, Jr.)

RUNNELS COUNTY (Ballinger)—17
Ballinger, Ledger. (Richard Perry)
Winters, Enterprise. (George R. Hill)
Miles, Messenger. (Lonnie M. Rankin)
Rowena, Press. (Lonnie M. Rankin)

RUSK COUNTY (Henderson)—1
HENDERSON, DAILY NEWS. (Roger Walker)
Mount Enterprise, Progress. (Joe R. Compton)
Overton, Press. (G. W. Manning)
Henderson, Times. (Laborn P. Conway)

SABINE COUNTY (Hemphill)—2
Hemphill, Sabine Co. Reporter. (Mrs. J. D. Milner)

SAN AUGUSTINE COUNTY (San Augustine)—2
San Augustine, Rambler (Sam Malone)
San Augustine, Tribune. (W. F. Hays)

SAN JACINTO COUNTY (Coldspring)—2
Shepherd, San Jacinto News-Times (Billy C. Dove)

SAN PATRICIO COUNTY (Sinton)—14
Aransas Pass, Progress. (J. G. Richards)
Ingleside, Index. (Carter Snooks)
Mathis, News. (Keith Guthrie)
Odem, Odem-Edroy Times. (Keith Guthrie)
Portland, News. (Keith Guthrie)
Portland, Portland-Gregory Observer. (Carter Snooks)
Sinton, Enterprise. (Donald Bryant)
Sinton, San Patricio Co. News. (James F. Tracy)
Taft, Tribune. (Keith Guthrie)

SAN SABA COUNTY (San Saba)—21
San Saba, News & Star. (Howard H. Harrison)

SCHLEICHER COUNTY (Eldorado)—21
Eldorado, Success. (Fred Gunstead)

SCURRY COUNTY (Snyder)—19
SNYDER, DAILY NEWS. (Herbert Feather)

SHACKLEFORD COUNTY (Albany)—17
Albany, News. (J. H. McGaughey)

SHELBY COUNTY (Center)—1
Center, Champion. (Bob Pinkston)
Tenaha, East Texas Light. (Loyd Grissom)

SHERMAN COUNTY (Stratford)—18
Stratford, Star. (Dave McReynolds)

SMITH COUNTY (Tyler)—4
Lindale, News. (Dan Peacock)
TYLER, COURIER-TIMES-TELEGRAPH. (Calvin Clyde Jr.)

SOMERVELL COUNTY (Glen Rose)—11
Glen Rose, Reporter. (Dan McCarty)

STARR COUNTY (Rio Grande City)—15
Rio Grande City, Rio Grande Herald. (James V. Mathis)

STEPHENS COUNTY (Breckenridge)—17
Breckenridge, American. (Virgil Moore)

STERLING COUNTY (Sterling City)—17
Sterling City, News-Record. (Jack Douthit)

STONEWALL COUNTY (Aspermont)—13
Aspermont, Star. (Bob Craig)

SUTTON COUNTY (Sonora)—21
Sonora, Devil's River News. (John T. King)

SWISHER COUNTY (Tulia)—18
Happy, Swisher Co. News. (Lee Donnell)
Kress, Chronicle. (Mrs. Sue Cannon)
Tulia, Herald. (H. M. Baggarly)

TARRANT COUNTY (Fort Worth)—6 & 12
Arlington, Citizen-Journal. (George W. Hawkes)
ARLINGTON, DAILY NEWS. (Bob Johnson)
Azle, News. (Milton Dimock)
Everman, Times. (R. G. Craft)
Fort Worth, News. (Herbert Peterson)
Fort Worth, News-Tribune. (Wallace Sheppard)
FORT WORTH PRESS. (Bob Sellers)
Fort Worth, TCU Skiff. (D. W. Rowland)
FORT WORTH, STAR-TELEGRAM. (Amon Carter Jr.)
Fort Worth, Texas Jewish Post. (J. A. Wisch)
Fort Worth, Weekly Livestock Reporter. (Ted Gouldy)
Fort Worth, Westside Independent. (Lynn Bellah)
Grapevine, Sun. (Mrs. Zena Keeling Oxford)
Kennedale, News. (Mrs. Mildred Carey)
Mansfield, News-Mirror. (Geo. W. Hawkes)
White Settlement, News. (Boyden Underwood)
Fort Worth, North Fort Worth News. (Boyden Underwood)
HURST, MID-CITIES DAILY NEWS. (Bob Johnson)

TAYLOR COUNTY (Abilene)—17
Merkel, Mail. (Dave Brumbeau)
ABILENE, REPORTER-NEWS. (A. B. Shelton)

TERRELL COUNTY (Sanderson)—16
Sanderson, Times. (J. A. Gilbreath)

TERRY COUNTY (Brownfield)—19
Brownfield, News. (Sig H. Atkinson)

THROCKMORTON COUNTY (Throckmorton)—17
Throckmorton, Tribune. (Bill Comedy)

TITUS COUNTY (Mount Pleasant)—1
MOUNT PLEASANT, DAILY TRIBUNE. (Robert B. Palmer)
MOUNT PLEASANT, DAILY TIMES. (W. N. Furey)
Mount Pleasant, Times-Review. (W. N. Furey)
Talco, Times. (George Grant)

TOM GREEN COUNTY (San Angelo)—21
SAN ANGELO, STANDARD-TIMES. (Fred Conn)

TRAVIS COUNTY (Austin)—10
AUSTIN, AMERICAN-STATESMAN. (Dick Brown)
Austin, Citizen. (Charles E. Jetty)
Austin, News. (G. B. Knape)
Austin, Texas Catholic Herald. (M. B. Malloy)
Austin, Texas Posten. (G. B. Knape)

TRINITY COUNTY (Groveton)—2
Trinity, Standard. (Raleigh A. Lamb)
Groveton, News. (P. M. Johnson)

TYLER COUNTY (Woodville)—2
Woodville, Pineywoods Press. (Robert E. Jackson)
Woodville, Tyler Co. Booster. (Robert E. Jackson)

UPSHUR COUNTY (Gilmer)—4
Big Sandy, Big S & H Journal. (James E. Patterson)
Gilmer, Mirror. (R. H. Laschinger)

UPTON COUNTY (Rankin)—21
McCamey, News. (C. C. Carll)
Rankin, News. (J. B. Hutchens, Jr.)

UVALDE COUNTY (Uvalde)—21
Uvalde, Leader-News. (Harry Hornby, Jr.)
Sabinal, Times. (John D. Seater)

VAL VERDE COUNTY (Del Rio)—21
DEL RIO, NEWS-HERALD. (Ben Woodson)

VAN ZANDT COUNTY (Canton)—4
Canton, Herald. (Glenn McNeill Jr.)
Edgewood, Enterprise. (Alf Roberson)
Grand Saline, Sun. (Alf Roberson)
Wills Point, Chronicle. (Thomas Campbell)
Van, Star Reporter. (James E. Patterson)

VICTORIA COUNTY (Victoria)—14
VICTORIA, ADVOCATE. (Morris Roberts)
Victoria, Mirror. (A. B. J. Hammett)

WALKER COUNTY (Huntsville)—2
Huntsville, Item. (Bassett Keller)

WALLER COUNTY (Hempstead)—10
Brookshire, Times. (Mary Ann Ernstes)
Hempstead, News. (James R. Needham)
Waller, News. (James R. Needham)

WARD COUNTY (Monahans)—16
Monahans, News. (Hugh Cooper)

WASHINGTON COUNTY (Brenham)—10
BRENHAM, BANNER-PRESS. (Robert Gilmore)

WEBB COUNTY (Laredo)—23
LAREDO, TIMES. (Allen K. Tish)
Laredo, South Texas Citizen. (William N. Hall)

WHARTON COUNTY (Wharton)—10
El Campo, Citizen. (Mrs. Orella Sparkman)
El Campo, Leader-News. (Fred Barbee)
Wharton, Journal. (V. M. Preston)
Wharton, Spectator. (V. M. Preston)
East Bernard, Tribune. (Richard Malec)

WHEELER COUNTY (Wheeler)—18
Shamrock, Texan. (Arval Montgomery)
Wheeler, Times. (Louis Stas)

WICHITA COUNTY (Wichita Falls)—13
Burkburnett, Informer Star. (Lon H. Williams)
Iowa Park, Herald. (George Huckaby)
Iowa Park, Leader. (Bob Hamilton)
Electra, Star-News. (E. D. Bingham)
WICHITA FALLS, TIMES-RECORD-NEWS. (Rhea Howard)

WILBARGER COUNTY (Vernon)—13
VERNON, RECORD. (T. B. Quillin)
Vernon, Times. (T. B. Quillin)

WILLACY COUNTY (Raymondville)—15
Raymondville, Chronicle/News (Carl R. Miller)

WILLIAMSON COUNTY (Georgetown)—10
Georgetown, Williamson Co. Sun. (Don Scarbrough)
TAYLOR, DAILY PRESS. (Bob Mathis)
Granger, News. (Mrs. Don Scarbrough)
Round Rock, Leader. (Miss May Kavanaugh)
Taylor, Times. (Bob Mathis)

WILSON COUNTY (Floresville)—23
Floresville, Chronicle-Journal. (Joe Fietsam)
Stockdale, Star. (A. M. Fernandez)

WINKLER COUNTY (Kermit)—16
Kermit, Winkler Co. News. (Bill Beckham)
Wink, Bulletin. (Bill Beckham)

WISE COUNTY (Decatur)—13
Alvord, News. (Guy M. Crews)
Boyd, Wise Times. (Phil Luker Jr.)
Bridgeport, Index. (Harlan Bridwell)
Chico, Texan. (Harlan Bridwell)
Decatur, Messenger. (Gene Carter)

WOOD COUNTY (Quitman)—1
Mineola, Monitor. (Dan Peacock)
Quitman, Wood Co. Democrat. (Newton Bryson)
Winnsboro, News. (Grayford M. Jones)
Alba, Reporter. (James B. Dudley)

YOAKUM COUNTY (Plains)—19
Denver City, Press. (Gene Snyder)
Plains, Review. (Faye L. McConnell)

YOUNG COUNTY (Graham)—13
Graham, Leader. (E. B. Harris)
Graham, News. (Raymond Greenwood)
Olney, Enterprise. (David Penn)
Graham, Reporter. (E. B. Harris)

ZAPATA COUNTY (Zapata)—15
none

ZAVALA COUNTY (Crystal City)—23
Crystal City, Zavala Co. Sentinel. (M. Dale Barker)

NAMES AND ADDRESSES OF SOME MAJOR NEWSPAPERS IN THE UNITED STATES

ALABAMA

BIRMINGHAM NEWS
BIRMINGHAM POST-HERALD
2200 North Fourth Avenue
Birmingham, Alabama 35202

MOBILE PRESS
304 Government Street
Mobile, Alabama 36602

ADVERTISER AND ALABAMA JOURNAL
107 South Lawrence
*Montgomery, Alabama 36104

ALASKA

ANCHORAGE TIMES
820 Fourth Avenue
Anchorage, Alaska 99501

DAILY NEWS-MINER
512 Second Avenue
*Juneau, Alaska 99801

ARKANSAS

SOUTHWEST AMERICAN TIMES RECORD
920 Rogers Avenue
Fort Smith, Arkansas 72901

SENTINEL RECORD
912 Central Avenue
Hot Springs, Arkansas 71091

ARKANSAS GAZETTE
112 West Third Avenue
*Little Rock, Arkansas 72203

*Indicates the State Capital

ARIZONA

ARIZONA JOURNAL
2801 East Washington Street
*Phoenix, Arizona 85034

REPUBLIC AND GAZETTE
120 East Van Buren
*Phoenix, Arizona 85040

ARIZONA STAR CITIZEN
Tucson Newspapers Inc.
208 North Stone
Tucson, Arizona 85703

CALIFORNIA

LOS ANGELES TIMES
202 West First Street
Los Angeles, California 90053

BEE
McClatchy Newspapers
21st and Q Streets
*Sacramento, California 95816

UNION
EVENING TRIBUNE
940 Third Avenue
San Diego, California 92112

SAN FRANCISCO CHRONICLE
901 Mission Street
San Francisco, California 94119

CITIZEN-NEWS
1545 North Wilcox
Hollywood, California 90028

HERALD EXAMINER
1111 South Broadway
Los Angeles, California 90054

COLORADO

DENVER POST
650 15th Street
*Denver, Colorado 80202

FREE PRESS
103 West Colorado Avenue
Colorado Springs, Colorado 80902

CONNECTICUT

HARTFORD COURANT
285 Broad Street
*Hartford, Connecticut 06101

THE BRISTOL PRESS
99 Main Street
Bristol, Connecticut 06101

DELAWARE

WILMINGTON JOURNAL
831 Orange Street
Wilmington, Delaware 19899

DELAWARE STATE NEWS
P. O. Box 737
*Dover, Delaware 19901

FLORIDA

THE DEMOCRAT
227 North Magnolia Drive
*Tallahassee, Florida 32302

MIAMI HERALD
1 Herald Plaza
Miami, Florida 33101

TRIBUNE
500 East John F. Kennedy Boulevard
Tampa, Florida 33602

GEORGIA

THE JOURNAL
THE CONSTITUTION
10 Forsyth Street
*Atlanta, Georgia 30302

ENQUIRER
17 West 12th Street
Columbus, Georgia 31902

HAWAII

STAR-BULLETIN AND ADVERTISER
605 Kapiolani Boulevard
*Honolulu, Hawaii 96801

TRIBUNE-HERALD
355 Kinoole Street
Hilo, Hawaii 96720

HAWAII HOCHI
917 Kokea Street
*Honolulu, Hawaii 96817

IDAHO

IDAHO STATESMAN
300 North Sixth Street
*Boise, Idaho 83702

TRIBUNE JOURNAL
305 South Arthur
Pocatello, Idaho 83201

ILLINOIS

CHICAGO DAILY NEWS
SUN-TIMES
401 North Wabash
Chicago, Illinois 60611

CHICAGO TRIBUNE
Tribune Square
435 North Michigan Avenue
Chicago, Illinois 60611

JOURNAL-STAR
War Memorial Drive
Peoria, Illinois 61601

STATE JOURNAL
STATE REGISTER
313 South Sixth Street
*Springfield, Illinois 62705

INDIANA

INDIANAPOLIS STAR
307 North Pennsylvania Street
*Indianapolis, Indiana 46206

TRIBUNE
225 West Colfax
South Bend, Indiana 46626

IOWA

DES MOINES REGISTER AND TRIBUNE
715 Locust Street
*Des Moines, Iowa 50304

DAILY GATE CITY
18 North Sixth Street
Keokuk, Iowa 52632

KANSAS

JOURNAL-WORLD
609 New Hampshire Street
Lawrence, Kansas 66044

CAPITAL
JOURNAL
Sixth and Jefferson Streets
*Topeka, Kansas 66607

WICHITA EAGLE-BEACON
825 East Douglas
Wichita, Kansas 67201

KENTUCKY

LOUISVILLE COURIER-JOURNAL
THE LOUISVILLE TIMES
525 West Broadway
Louisville, Kentucky 40202

FRANKFORT STATE JOURNAL
321 West Main Street
*Frankfort, Kentucky 40601

LOUISIANA

ADVOCATE AND STATE TIMES
525 Lafayette Street
*Baton Rouge, Louisiana 70821

NEW ORLEANS TIMES-PICAYUNE
3800 Howard Avenue
New Orleans, Louisiana 70140

MAINE

PORTLAND PRESS-HERALD
390 Congress Street
Portland, Maine 04111

KENNEBEC JOURNAL
274 Western Avenue
*Augusta, Maine 04330

MARYLAND

THE CAPITAL
213-217 West Street
*Annapolis, Maryland 21401

THE BALTIMORE SUN
Calvert and Centre Streets
Baltimore, Maryland 21203

BALTIMORE NEWS-POST
Pratt and Commerce Streets
Baltimore, Maryland 21202

MASSACHUSETTS

BOSTON HERALD
BOSTON TRAVELER
300 Harrison Avenue
*Boston, Massachusetts 02112

THE GLOBE
135 Morissey Boulevard
*Boston, Massachusetts 02107

THE OLD COLONY MEMORIAL
Plymouth, Massachusetts 02360

MICHIGAN

DETROIT NEWS
Lafayette Boulevard and Second Avenue
Detroit, Michigan 48226

STATE JOURNAL
120 East Lenawee Street
*Lansing, Michigan 48919

MINNESOTA

THE SENTINEL
114 South North Avenue
Fairmont, Minnesota 56031

MINNEAPOLIS STAR AND TRIBUNE
427 Portland Avenue South
Minneapolis, Minnesota 55415

PIONEER PRESS
DISPATCH
55 East Fourth Street
St. Paul, Minnesota 55101

MISSISSIPPI

JACKSON CLARION-LEDGER
Mississippi Publishers Corporation
Post Office Box 40
*Jackson, Mississippi 39205

BILOXI-GULFPORT DAILY HERALD
14th Street
Gulfport, Mississippi 39502

MISSOURI

ST. LOUIS POST-DISPATCH
1133 Franklin Avenue
St. Louis, Missouri 63101

CAPITAL NEWS
POST TRIBUNE
210 Monroe
*Jefferson City, Missouri 65102

MONTANA

BILLINGS GAZETTE
2703 Montana Avenue
Billings, Montana 59103

INDEPENDENT RECORD
317 Allen Street
*Helena, Montana 59601

NEBRASKA

OMAHA WORLD-HERALD
14th and Dodge Streets
World Herald Square
Omaha, Nebraska 68102

JOURNAL-STAR
926 P Street
*Lincoln, Nebraska 68501

NEVADA

LAS VEGAS REVIEW-JOURNAL
737 North Main Street
Las Vegas, Nevada 89101

NEVADA APPEAL
102 South Division Street
*Carson City, Nevada 89701

NEW HAMPSHIRE

DAILY EAGLE
19 Sullivan Street
Claremont, New Hampshire 03743

MANCHESTER UNION LEADER
35 Amherst Street
Manchester, New Hampshire 03105

MONITOR AND NEW HAMPSHIRE PATRIOT
3 North State Street
*Concord, New Hampshire 03301

NEW JERSEY

PRESS
1900 Atlantic Avenue
Atlantic City, New Jersey 08401

TIMES-ADVERTISER
500 Perry Street
*Trenton, New Jersey 08618

NEW MEXICO

ALBUQUERQUE JOURNAL AND TRIBUNE
Silver Avenue at Seventh Street
Albuquerque, New Mexico 87101

NEW MEXICAN
202 East Marcy
*Santa Fe, New Mexico 87501

NEW YORK

NEW YORK TIMES
229 West 43rd Street
New York, New York 10036

LONG ISLAND PRESS INC.
92-20 168 Street
Jamaica, New York 11433

NEW YORK MIRROR
235 East 45th Street
New York, New York 10017

KNICKERBOCKER NEWS
16-36 Sheridan Avenue
*Albany, New York 12201

NORTH CAROLINA

OBSERVER AND NEWS
600 South Tryon Street
Charlotte, North Carolina 28201

RALEIGH NEWS AND OBSERVER
215 South McDowell Street
*Raleigh, North Carolina 27601

NORTH DAKOTA

GRAND FORKS HERALD
114-120 North Fourth Street
Grand Forks, North Dakota 58201

BISMARCK TRIBUNE
220 Fourth Street
*Bismarck, North Dakota 58501

OHIO

THE ENQUIRER
617 Vine Street
Cincinnati, Ohio 45201

PLAIN DEALER
1801 Superior
Cleveland, Ohio 44114

CITIZEN JOURNAL
34 South Third Street
*Columbus, Ohio 43216

OKLAHOMA

DAILY OKLAHOMAN AND TIMES
500 North Broadway
*Oklahoma City, Oklahoma 73125

TULSA TRIBUNE
TULSA WORLD
317 South Boulder Avenue
Tulsa, Oklahoma 74102

OREGON

PORTLAND OREGONIAN
OREGON JOURNAL
1320 Southwest Broadway
Portland, Oregon 97201

OREGON STATESMAN
280 Church Street
*Salem, Oregon 97308

PENNSYLVANIA

PHILADELPHIA INQUIRER
Inquirer Building
400 North Broad Street
Philadelphia, Pennsylvania 19101

THE PATRIOT NEWS
812 Market
*Harrisburg, Pennsylvania 17105

RHODE ISLAND

PROVIDENCE BULLETIN
PROVIDENCE JOURNAL
75 Fountain Street
*Providence, Rhode Island 02902

SOUTH CAROLINA

CHARLESTON NEWS AND COURIER
CHARLESTON POST
134 Columbus Street
Charleston, South Carolina 29402

STATE RECORD
Post Office Box 1333
*Columbia, South Carolina 29202

SOUTH DAKOTA

SIOUX FALLS ARGUS-LEADER
200 South Minnesota Avenue
Sioux Falls, South Dakota 57102

CAPITAL JOURNAL
415 South Pierre Street
*Pierre, South Dakota 57501

TENNESSEE

GREENVILLE SUN
200 South Main Street
Greenville, Tennessee 37743

MEMPHIS COMMERCIAL APPEAL
Memphis Publishing Company
495 Union Avenue
Memphis, Tennessee 38101

THE BANNER
1100 Broadway
*Nashville, Tennessee 37202

TEXAS

Note: The Texas Press Association has given the Texas Education Agency permission to reproduce two of its lists of newspapers. These lists, which are included at the end of this section on "Lists of Newspapers," are:

"Texas Newspapers: Dailies and Weeklies" and "County Directory of Texas Newspapers," an alphabetical listing by counties of dailies and weeklies.

UTAH

HERALD JOURNAL
75 West Center Street
Logan, Utah 84321

STANDARD-EXAMINER
455 23rd Street
Ogden, Utah 84401

DESERET NEWS
34 East First Street South
*Salt Lake City, Utah 84110

SALT LAKE TRIBUNE
Keams-Tribune Corporation
143 South Main Street
*Salt Lake City, Utah 84101

VERMONT

BURLINGTON FREE PRESS
187 College Street
Burlington, Vermont 05401

**TIMES-ARGUS
34 North Main
Barre, Vermont 05641

VIRGINIA

VIRGINIAN PILOT
150 West Brambleton Avenue
Norfolk, Virginia 23501

NEWS LEADER
TIMES-DISPATCH
333 East Grace Street
*Richmond, Virginia 23213

WASHINGTON

SEATTLE TIMES
Fairview Avenue North and
John Streets
Seattle, Washington 98111

SEATTLE POST-INTELLIGENCER
Hearst Publishing Company
Sixth and Wall Streets
Seattle, Washington 98121

DAILY OLYMPIAN
State Avenue and Capitol Way
*Olympia, Washington 98501

**Serves *Montpelier

WEST VIRGINIA

EXPONENT-TELEGRAM
324-326 Hewes Avenue
Clarksburg, West Virginia 26301

CHARLESTON GAZETTE
1001 Virginia Street East
*Charleston, West Virginia 25330

WISCONSIN

MILWAUKEE JOURNAL
MILWAUKEE SENTINEL
333 West State Street
Milwaukee, Wisconsin 53201

WISCONSIN STATE JOURNAL
115 South Carroll
*Madison, Wisconsin 53701

WYOMING

WYOMING STATE TRIBUNE
110 East 17th Street
*Cheyenne, Wyoming 82001

SHERIDAN PRESS
Sheridan, Wyoming 82801

WASHINGTON, D. C.

DAILY NEWS
1013 13th Street, North West
Washington, D. C. 20005

POST AND TIMES HERALD
1515 L. Street, North West
Washington, D. C. 20005

LARGE NATIONAL NEWSPAPERS

Name of Newspaper	Mailing Address
CHRISTIAN SCIENCE MONITOR	One Norway Street Boston, Massachusetts 02115
GRIT	208 West Third Street Williamsport, Pennsylvania 17701
THE NATIONAL OBSERVER	711 West Monroe Street Chicago, Illinois 60606
NEWSDAY	550 Stewart Avenue Garden City, New York 11530
THE WALL STREET JOURNAL	44 Broad Street New York, New York 10004

AMERICAN NEGRO NEWSPAPERS

Name of Newspaper	Mailing Address
ATLANTA DAILY WORLD	210 Auburn Avenue NE Atlanta, Georgia 30303
BALTIMORE AFRO-AMERICAN	628 North Eutaw Baltimore, Maryland 21201
CHICAGO DAILY DEFENDER	2400 South Michigan Avenue Chicago, Illinois 60616
COURIER	2628 Centre Avenue Pittsburg, Pennsylvania 15219
THE DEFENDER	1503 West Broadway Louisville, Kentucky 40203
THE INFORMER	2418 Leeland Avenue Houston, Texas 77003
JOURNAL AND GUIDE	719 East Olney Norfolk, Virginia 23504
MICHIGAN CHRONICLE	479 Ledyard Detroit, Michigan 48201
MILWAUKEE COURIER	2118 West Fond du Lac Milwaukee, Wisconsin 53212
NEW YORK AMSTERDAM NEWS	2340 Eighth Avenue New York, New York 10027

NAMES OF MANY FOREIGN NEWSPAPERS

Country	Name of Newspaper	Where Published
AFGHANISTAN	KABUL TIMES	*Kabul, Afghanistan
ALBANIA	ZERI I POPULIT	*Tirana, Albania
	BASHKIMI	*Tirana, Albania
ALGERIA	ALGER REPUBLICAIN	*Algiers (El Djezair), Algeria
	LE PEUPLE	*Algiers (El Djezair), Algeria
ARGENTINA	LA PRENSA	*Buenos Aires, Argentina
	CLARIN	*Buenos Aires, Argentina
AUSTRALIA	SUN-NEWS PICTORIAL	Melbourne, South Australia, Australia
	SYDNEY-MORNING HERALD	Sydney, New South Wales, Australia
AUSTRIA	ARBEITER ZEITUNG	*Vienna, Austria
BELGIUM	LE SOIR	*Brussels, Belgium
BOLIVIA	EL DIARIO	*La Paz, Bolivia
BRAZIL	O GLOBO	Rio de Janeiro, Brazil
BULGARIA	OTECHESTVEN FRONT	*Sofia, Bulgaria
BURMA	GUARDIAN	*Rangoon, Burma
CAMBODIA	LA DEPECHE DU CAMBODGE	*Phoom Penh, Cambodia
CANADA	OTTAWA CITIZEN 136 Sparks Street	*Ottawa, Canada
	CALGARY HERALD Seventh Avenue and First Street	Calgary, Alberta, Canada
	EDMONTON JOURNAL 101 Street	Edmonton, Alberta, Canada

* Indicates Capital

Country	Name of Newspaper	Where Published
CANADA	HALIFAX CHRONICLE-HERALD Argyle Street	Halifax, Nova Scotia, Canada
	ST. JOHN TELEGRAPH-JOURNAL Crown and Union Streets	St. John, New Brunswick, Canada
	MONTREAL GAZETTE 1000 St. Antoine Street	Montreal, Quebec, Canada
	MONTREAL STAR 245 St. James Street, West	Montreal, Quebec, Canada
	L'ACTION CATHOLIQUE (French language)	Montreal, Quebec, Canada
	TORONTO GLOBE AND MAIL 140 King Street West	Toronto, Ontario, Canada
	TORONTO STAR 80 King Street West	Toronto, Ontario, Canada
	VANCOUVER PROVINCE 198 West Hastings	Vancouver, British Columbia, Canada
	VICTORIA COLONIST 2631 Douglas Street	Victoria, British Columbia, Canada
	ST. JOHN'S NEWS Post Office Box 520	St. John's, Newfoundland, Canada
	FREE PRESS 300 Carlton	Winnipeg, Manitoba, Canada
CEYLON	CEYLON DAILY NEWS	*Colombo, Ceylon
CHILE	SANTIAGO MERCURIO	*Santiago, Chile
CHINA (Nationalist)	MANDARIN DAILY NEWS	*Taipei, Taiwan, Formosa

Country	Name of Newspaper	Where Published
CHINA (The People's Republic of China)	JENMIN JIH PAO (People's Daily)	*Peking, China
COLOMBIA	EL TIEMPO	*Bogota, Colombia
REPUBLIC OF CONGO	COURRIER D'AFRIQUE	Kinshasa (Leopoldville), Congo Republic
COSTA RICA	EL NOTICIOSO UNIVERSAL	*San Jose, Costa Rica
CUBA	HOY	*Havana, Cuba
CZECHOSLOVAKIA	RUDE PRAVO	*Prague, Czechoslovakia
DENMARK	BERLINGSKE TIDENDE	*Copenhagen, Denmark
DOMINICAN REPUBLIC	LA NACION	*Santa Domingo, Dominican Republic
ECUADOR	EL COMERCIO	*Quito, Ecuador
EQYPT (See UNITED ARAB REPUBLIC)		
EL SALVADOR	LA PRENSA GRAFICA	*San Salvador, El Salvador
ENGLAND (See UNITED KINGDOM)		
ETHIOPIA	ETHIOPIAN HERALD	**Addis Ababa, Ethiopia
FINLAND	UUSI SUOMI	*Helsinki, Finland
FRANCE	FRANCE-SOIR	*Paris, France
	LE MONDE	*Paris, France
GERMANY (WEST GERMANY)	BERLINER MORGENPOST	West Berlin, Germany
	FRANKFURTER ALLGEMEINE	Frankfurt/Main, Germany

Country	Name of Newspaper	Where Published
GERMANY (WEST GERMANY)	NEUES DEUTSCHLAND	*East Berlin, Germany
GHANA	DAILY GRAPHIC	*Accra, Ghana
GREECE	TA NEA	*Athens, Greece
GUATEMALA	EL IMPARCIAL	*Guatemala, Guatemala
HONDURAS	EL DIARIO	*Tegucigalpa, Honduras
HUNGARY	NEPSZABADSAG	*Budapest, Hungary
ICELAND	MORGUNBLADID	*Reykjavik, Iceland
INDIA	JUGANTAR	Calcutta, India
	STATESMAN	Calcutta, India
	THE TIMES OF INDIA	Bombay and Delhi, India
INDONESIA	INDONESIAN OBSERVER	*Djakarta, Indonesia
IRAN	TEHERAN JOURNAL	*Teheran, Iran
IRAQ	IRAQ TIMES	*Baghdad, Iraq
IRELAND	EVENING HERALD	*Dublin, Ireland
ISRAEL	THE JERUSALEM POST	*Jerusalem, Israel
ITALY	IL TEMPO	*Rome, Italy
	DAILY AMERICAN	*Rome, Italy
	DOLOMITEN (German language)	Bolzano, Italy
JAMAICA	DAILY GLEANER	*Kingston, Jamaica
JAPAN	ASAHI SHIMBUN	*Tokyo, Japan
	MAINICHI SHIMBUN (Printed in Japanese and English)	*Tokyo, Japan
JORDAN	JERUSALEM TIMES	Jerusalem, Jordan

Country	Name of Newspaper	Where Published
KENYA	EAST AFRICAN STANDARD	*Nairobi, Kenya
KOREA (SOUTH)	SEOUL SHIN MUN	*Seoul, Korea
LAOS	BULLETIN QUOTIDIEN LAO PRESSE	Vientiane, Laos
LEBANON	DAILY STAR	*Beirut, Lebanon
LIBERIA	LISTENER	*Monrovia, Liberia
LIBYA	TRABLUS EL GHARB	*Benghazi, Libya
	IL GIORNALE DI TRIPOLI (Italian language)	Tripoli, Libya
MALAYSIA	STRAITS ECHO AND TIMES	Penang, Malaysia
MALI	L'ESSOR	*Bamako, Mali
MEXICO	EL UNIVERSAL	*Mexico City, Mexico
	EXCELSIOR	*Mexico City, Mexico
MOROCCO	LE PETIT MOROCAIN	Casablanca, Morocco
NEPAL	MOTHERLAND	*Katmandu, Nepal
NETHERLANDS	TROUW	*Amsterdam, Holland
NEW ZEALAND	DOMINION	*Wellington, New Zealand
NICARAGUA	DARIA DE NICARAGUA	Managua, Nicaragua
NIGERIA	DAILY EXPRESS	*Lagos, Nigeria
NORWAY	AFTENPOSTEN	*Oslo, Norway
PAKISTAN	PAKISTAN TIMES	Lahore, West Pakistan
PANAMA	PANAMA STAR AND HERALD	*Panama City, Panama
PARAGUAY	LA TRIBUNA	*Asuncion, Paraguay
PERU	EL COMERCIO	*Lima, Peru
PHILLIPINES	MANILA TIMES	Manila, Phillipines

Country	Name of Newspaper	Where Published
POLAND	EXPROS WIECZORNY	*Warsaw, Poland
	TRYBUNA LUDU (People's Tribune)	*Warsaw, Poland
PORTUGAL	O SICULO	*Lisbon, Portugal
RUMANIA	ROMINIA LIBERA	*Bucharest, Rumania
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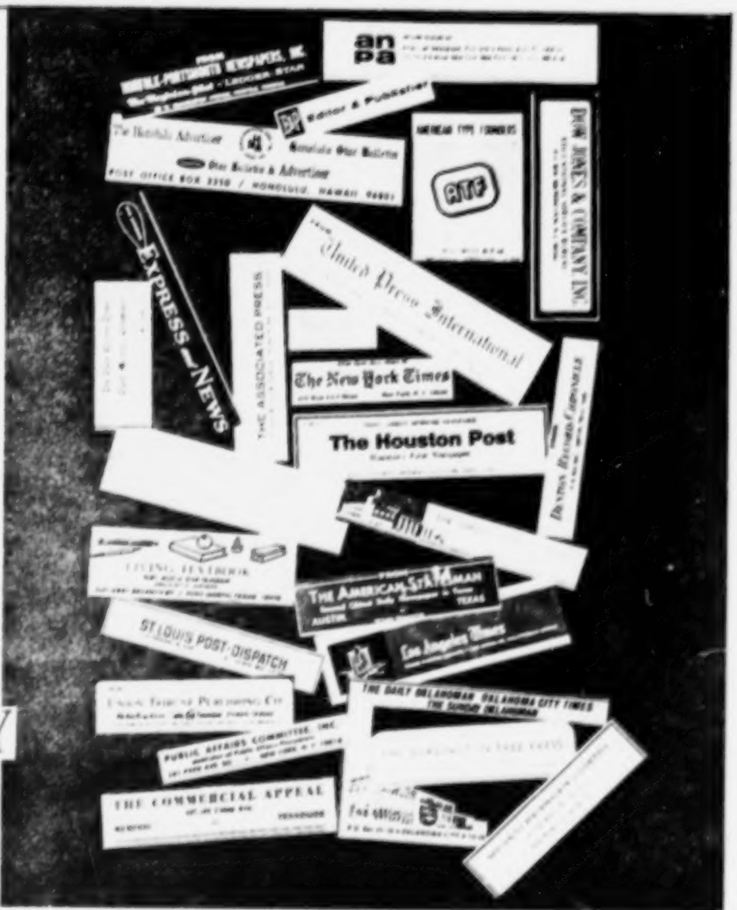

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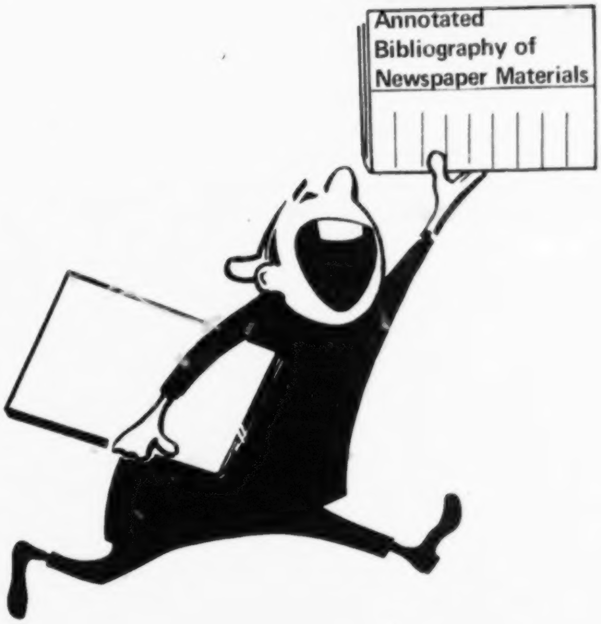

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For copies or information, write Stylebook, United Press International, 220 East 42nd Street, New York, N. Y. 10017. Single copy, $1; three copies, $1.50; and 10 or more copies, 25 cents.

The Burlington Free Press. HOW TO GET MORE OUT OF YOUR NEWSPAPER. The Author. Free.

This packet of newspaper in the classroom materials includes short "chapters" on "Why Should You Read a Newspaper?," "What to Expect From Your Newspaper," and "Suggested Plans for the Study of the Newspaper in the Classroom."

C

CATALOGING AND INDEXING SERVICES. The H. W. Wilson Company. Free.

The Chicago Sun Times. THE CHICAGO SUN-TIMES CONTEMPORARY EDUCATION PROGRAM. The Author. Free.

A packet of materials for using the Sun-Times as a living textbook. Items include a study unit on "How to Use the Newspaper" and a guidebook on "How to Read a Newspaper."

Clark, Preston. "Many Texas Teachers Use 'Living Textbooks' in Classroom." Texas Schools, March, 1970, p. 3.

This article from the newspaper published quarterly by the Texas State Teachers Association describes how the "Now Generation" of Texas youngsters and their teachers are using newspapers as "living textbooks."

CODE OF ETHICS OR CANONS OF JOURNALISM. American Society of Newspaper Editors.

Copley Newspapers. THE NEWSPAPER IN THE CLASSROOM: TEACHING AIDS FOR ELEMENTARY SCHOOLS. The Author. $2.50.

Items in this kit include the two-part "A Two-Week Teaching Unit for Elementary Grades." The first part is an introductory study of newspapers and the second part is an enrichment section with suggestions for a meaningful news period. And "Developing Creative and Critical Thinking Skills Through Use of the Newspaper in the Elementary Classroom."

Copley Newspapers. THE NEWSPAPER IN THE CLASSROOM: TEACHING AIDS FOR SECONDARY SCHOOLS. The Author. 1969-70. $2.50.

Items in this kit include "Copley News Service Reports," a history-in-the-making booklet to provide the current material needed in the various disciplines of the social sciences; a blank "World of News" map that is a handy bulletin board aid for locating areas in the news; and "Your Newspaper: An Exciting World at Your Fingertips," a general information booklet. Materials price list available upon request.

The Corpus Christi Caller-Times. NEWSPAPER IN THE CLASSROOM. The Author. Free.

In addition to a "Teacher's Guide," this packet includes Hammond's "Superior Map of the United States," "Vietnam Conflict Map," and a circular listing an available series of filmstrips on such topics as "Man and His Deteriorating Enviornment" and "Our Credit Economy."

Cowing, Ann. WRITING WORDS THAT WORK: A GUIDE FOR EXTENSION WORKERS. Bul. No. 466. United States Government Printing Office, 1961. 15 cents.

D

THE DAILY NEWSPAPER IN THE SCHOOL CURRICULUM. Prepared by the staff of the American Newspaper Publishers Association Foundation and Dr. John H. Haefner, the foundation's educational consultant, 1967. $1.

This manual is for teachers and newspapermen on the use of the newspaper in the classroom.

Des Moines Register and Tribune. NEWSPAPER IN THE CLASSROOM. The Author. Free.

Packet of materials includes "Guide to Understanding Mass Media," a 10-day study unit; "How to Make a Pressman's Hat" and "Action Verbs and Amateurs."

Deseret News. THE NEWSPAPER IN THE CLASSROOM TEACHING AIDS FOR SCHOOLS. The Author. Free.

This packet of materials includes a booklet entitled "Your Newspaper... an exciting world at your fingertips," which outlines the purposes of a newspaper, how to organize a news period in the classroom, and how to get the most out of your newspaper. The packet also includes reproductions of famous front pages from the Deseret News and a line drawing map of the world for students to use in the classroom.

Diederich, Paul B. and Maskovsky, Marvin. "Measuring the Effects of Newspapers in the Classroom," Social Education, Volume XXXiv, Number 2, February, 1970, pp. 173-184.

The authors describe one of the most significant developments in the use of newspapers by students in their article, which originally appeared in the official publication of the National Council for the Social Studies. Their article is supplemented by ANPA Foundation Newspaper Test, whose questions are taken from a four-page edition of the Middletown Daily News, a facsimile newspaper.

Dorf, Philip. THE CONSTITUTION OF THE UNITED STATES. Rev. ed. Oxford Book Company, 1967. 60 cents.

The complete text of the Constitution is supplemented with (in parallel columns) a detailed clause-by-clause analysis. This analysis includes explanations, historical background, specific examples, discussions of controversial issues, and some helpful comments on the provisions of our basic law. Text includes the 25th Amendment and recent additions to the President's Cabinet.

D

Dow Jones and Company, Inc. NEWSPAPER IN THE CLASSROOM MATERIALS. The Author. Free.

This packet of materials contains articles from The National Observer, a Dow Jones publication. They have been combined into suggested instructional guides for teachers in language arts and sociology. Similar materials have been developed from The Wall Street Journal, another Dow Jones publication, on college courses in business, political science and journalism. The packet also includes catalogs containing a "List of Free Materials Available to Professors" and "List of Free Materials Available to Secondary School Instructors."

Downing, Edna C. UNITS ON THE STUDY OF THE NEWSPAPER FOR ENGLISH CLASSES: GRADES 7-12, 1966.

Units in this study cover how to read and write for a newspaper; propaganda and the news; and an analysis of the contents of newspapers and magazines. Reprinted by American Newspaper Publishers Association Foundation. $1.50.

E

Easter, Mary B. REMEDIAL READING AND THE NEWSPAPER. Moline Daily Dispatch, 1966. $1.

This basic study unit project by an English teacher at United Township High School in East Moline, Illinois was prepared at the ninth annual Newspaper in the Classroom Workshop at the University of Iowa. Reprint available from American Newspaper Publishers Association Foundation.

EFFECTIVE WAYS OF USING YOUR NEWSPAPER IN ADULT EDUCATION: Levels I, II, and III. The Commercial Appeal, 1971. $2.

Experiences of many teachers and adult educators throughout the United States were used to develop this guide, whose purpose is to illustrate and explain how the newspaper can be a tool in instructing ABE students.

E

EFFECTIVE WAYS OF USING YOUR NEWSPAPER IN THE ELEMENTARY CLASSROOM GRADES 1-6. The Commercial Appeal, 1970.

This book describes how the newspaper may be used by elementary teachers in language arts, social studies, science, mathematics, health and safety, art, and music. $2 plus mailing.

EFFECTIVE WAYS OF USING YOUR NEWSPAPER IN THE JUNIOR HIGH CLASSROOM GRADES 7-9. The Commercial Appeal, 1970.

This book describes how the newspaper may be used by junior high school teachers in English, social studies, agriculture, art, drafting, woodworking and metalworking, typewriting, foreign languages, health and physical education, home economics, mathematics, general music, and science. $2 plus mailing.

EFFECTIVE WAYS OF USING YOUR NEWSPAPER IN THE SENIOR HIGH CLASSROOM GRADES 10-12. The Commercial Appeal, 1970.

This book describes how the newspaper may be used by senior high school teachers in English, social studies, agriculture, art, drafting, graphic arts, woodworking and metalworking, general business, typewriting, driver education, foreign languages, health and physical education, home economics, mathematics, general music, and science. $2 plus mailing.

Evans, Donald J., Herron, Thomas J., and Moore, Jesse G. THE TEACHER AND THE NEWSPAPER: A GUIDE TO ITS USE. The Flint Journal, 1966.

This booklet is designed to help the secondary school teacher, mainly at the junior high school level, who desires to use the daily newspaper in the classroom. Reprinted by the American Newspaper Publishers Association. $1.50.

F

FINDING A SUCCESSFUL CAREER IN THE DAILY NEWSPAPER BUSINESS. American Newspaper Publishers Association Foundation. Free.

Titles of chapters in this general information booklet include "Challenges and Rewards in Newspaper Work," "Gathering, Reporting and Editing the News," and "Production of a Daily Newspaper."

Fishbein, Justin M. "Gold Mine in the Classroom." The Quill, May, 1967, pp. 26-28. Free.

This article from the magazine published monthly by Sigma Delta Chi, professional journalism society, tells how students can learn from newspapers, magazines, and advertising as students learn best: by contrast. Reprint available from American Newspaper Publishers Association Foundation.

492 WAYS TO USE A NEWSPAPER IN THE ELEMENTARY CLASSROOM: GRADES 1-6. Rev. ed. The Courier-Journal and The Louisville Times, 1968. $2.

Prepared independently by professional curriculum writers as part of the Newspaper in the Classroom program.

514 WAYS TO USE A NEWSPAPER IN THE JUNIOR HIGH CLASSROOM: GRADES 7-9. Rev. ed. The Courier-Journal and The Louisville Times, 1968. $2.

Prepared independently by professional curriculum writers as part of the Newspaper in the Classroom program.

Fort Worth Star-Telegram. (Second Printing) THE LIVING TEXTBOOK. The Author. Free.

This teacher's manual for use of the daily newspaper in the classroom is "a non-static text for a non-static society." Manual is part of a packet of materials, which also includes "About Newspapers" and "How in the World of Art Do You Use a Newspaper?"

"A Funny Way to Express an Opinion: Editorial Cartoons." Huber News, Summer, 1963, pp. 4-9.

Cover story about the history of the editorial cartoon with some Pulitzer Prize-winning examples as illustrations. Subscription to this quarterly publication of J. M. Huber Corporation free upon request.

G

Goforth, Mrs. Art. A LIVING TEXTBOOK: USE OF THE NEWSPAPER IN THE CLASSROOM. The Houston Post, 1968. Free.

Among the "Curriculum Aids" included in this packet of materials are "How to Use the Newspaper in the Elementary Classroom" and "How to Use the Newspaper in the Secondary Classroom," both written and compiled by the author, who is the head of the Social Studies Department, Seabrook Intermediate School, Clear Creek Independent School District, League City, Texas; "The Houston Post Story"; "Exploration of Space-USA-From Mercury to the Moon," a four-color poster; "What Everyone Should Know About Journalism," a Scriptographic study unit; "The Law and YOUth"; and a full-page (newspaper) map in color showing "Where the Men Are in Vietnam."

Goodman, Marie. THE NEWSPAPER IN THE CLASSROOM IS A KEY. Moline Daily Dispatch, 1966.

This study unit, which is designed for ninth-grade civics, was developed at a newspaper in the classroom workshop held in 1966 at Drake University, Des Moines, Iowa. The "key" in the title "opens" the minds of the students to critical thinking, the life-long habit of reading the newspaper, and local, state and world affairs.

Gordon, Arthur. "Dan Fader's 'Help Yourself' Textbooks." American Education, September, 1967, pp. 5-7.

Article tells about a young teacher's success with hard-core problem readers by letting them select what they wanted to read. Reprints of condensed version in Reader's Digest, February, 1968, are available. 10 copies, 50 cents; 50, $2.00; 100, $3.50; 600, $12.50; and 1,000, $18.00.

H

Hagen, Nancy J. "Reading Experiment." Texas Outlook, November, 1967, pp. 23-25.

This article on San Antonio (Texas) Oak Crest Junior High School's language arts core curriculum for retarded readers was printed in the official magazine of the Texas State Teachers Association.

Hagen, Nancy J. A STUDY OF THE NEWSPAPER-IN-THE-CLASSROOM PROGRAM OF OAK CREST JUNIOR HIGH SCHOOL. Unpublished Master's report, 1969.

Project submitted to faculty of the Division of Graduate Studies of Incarnate Word College, San Antonio, Texas, in partial fulfillment of the requirements for the degree of Master of Arts.

H

HANDY TYPE INDEX. American Type Founders, 1969. Free.

In addition to the anatomy of a piece of type, this catalog shows many of the type faces found in newspapers. Copies available from A. E. Heinsohn Printing and Supplies.

Hartford, Richard. RACE AGAINST TIME. American Newspaper Publishers Association Foundation. 75 cents.

The managing editor of The Hartford Times takes the reader behind the scenes to tell "The Story of the Making of a Great Newspaper."

Haverfield, Robert W., comp. 100 BOOKS ON ADVERTISING. 9th ed. University of Missouri-Columbia, 1969. 10 cents.

This bulletin is a companion reference to 200 BOOKS ON AMERICAN JOURNALISM.

Hawaii Newspaper Agency, Inc. NEWSPAPER IN THE CLASSROOM IDEA KIT FOR TEACHERS.

A packet of materials for teachers using newspapers in the classroom. Materials include "Some Practical Ideas of How to Start Using the Newspaper in the Classroom"; "Using Your Daily Newspaper to Teach Math to Slower Learners"; and "Classroom Ideas." The Hawaii Newspaper Agency is the production company for the (morning) Honolulu Advertiser and (afternoon) Honolulu Star-Bulletin, and the materials vary in cost from 25 cents to $1.25.

HISTORICAL HEADLINES. 3rd ed. Los Angeles Times.

Famous front pages of the Los Angeles Times including the sinking of the Lusitania, Allied forces landing in Northern France (D-Day), and astronaut Neil Armstrong's walk on the moon.

HISTORY IN HEADLINES: Series 1. The Perfection Form Company.

Ten history-making Page Ones from The Des Moines (Iowa) Register to provide students with a close view of great moments in history. (Size: 15" x 22"). $2.75 per set. 25 sets or more, $2.

HISTORY IN HEADLINES: Series 2. The Perfection Form Company.

Ten history-making Page Ones from The Atlanta (Georgia) Constitution to provide students with a close view of great moments in history. (Size: 15" x 22"). $2.75 per set. 25 sets or more, $2.

The Houston Chronicle. NEWSPAPER WORKSHOP AIDS. The Author. Free.

A packet of materials for teachers using newspapers in the classroom. Includes editions of historical events reported by The Houston Chronicle such as the sinking of the Titanic, astronaut John Glenn's orbit of the earth, and presidential elections of the 20th Century; "Your Newspaper: An Exciting World at Your Fingertips"; and a study unit on journalism.

HOW TO USE THE READER'S GUIDE TO PERIODICAL LITERATURE AND OTHER INDEXES. The H. W. Wilson Company, 1968. Free.

HOW-TO-STUDY WORKSHOP. American Education Publications, 1968.

Described as "Your Guide to Better: Reading/ Thinking/ Learning," this book is designed to make studies more efficient and more interesting. 30 cents. (Minimum order: 10 books).

I

INTERNATIONAL YEARBOOK. Editor and Publisher. $10.

An annual encyclopedia of the newspaper industry throughout the world.

J

Jordan, Lewis. NEWS: HOW IT IS WRITTEN AND EDITED. Illustrated. The New York Times, 1960. $1.

K

Kimker, Jerlene, ed. THE LIVING TEXTBOOK: A TEACHER'S GUIDE FOR USE IN THE JUNIOR AND SENIOR HIGH SCHOOLS. The Oklahoma Publishing Company, 1968. $3.

Know Your World. American Education Publications.

Reading level of this weekly periodical for students with reading problems is second to third grade. Each issue accompanied by free desk copy and "Teacher's Edition." Class rate for 10 or more copies: $1.50 a year per student (30 issues) or 75 cents a semester (15 issues).

KNOWING YOUR NEWSPAPER. The Commercial Appeal. Free

This 24-page tabloid was especially prepared by The Commercial Appeal for its newspaper in the classroom program. A two-page article discusses how the "Newspaper in Classroom Program Opens New Fields of Enrichment." Illustrations include reproductions of front pages and photographs showing Appeal employes on the job of reporting the news.

L

Leftage, Patsy Jean, ed. THE NEWSPAPER IN THE CLASSROOM PROGRAM. The Houston Chronicle.

"A Report on the Twelfth Annual Newspaper in the Classroom Program Workshop held at the University of Iowa, June 22-July 3, 1969."

Ling, Betty. AN EXPERIMENT WITH ADULTS. Hawaii Newspaper Agency, Inc., 1968.

Using The Honolulu Advertiser as her only text, the author developed a four-week unit with five two-hour classes a week and "stressed method of presentation of the news, not the news itself."

"The Living Textbook: Motivating the Student--It Can Be Done." Texas School Board Journal, September, 1969, pp. 4-5.

How the newspaper becomes a classroom "tool" for motivating students is discussed in this article from the official publication of the Texas Association of School Boards.

L

Lohmann, Idella. "A Creative Innovation: The Living Textbook."

The author, a professor of education at Oklahoma State University, delivered this speech at a teacher's workshop on Newspaper in the Classroom, which was conducted by Western Illinois University, Macomb, Illinois, in cooperation with the Moline Daily Dispatch, Moline, Illinois, January 16-March 20, 1967. Professor Lohmann says "that only the creative teacher will make the most of The Living Textbook."

LOOKING TO THE FUTURE WITH THE NATIONAL OBSERVER. Dow Jones and Company, Inc. Free.

These articles, reproduced from The National Observer, offer teacher and student in-depth studies of a variety of careers. They include the foreign service, music, exploring ("Where Today's Explorers Find New Horizons: The Training It Takes for Modern Byrds and Perrys"), banking, library science, and city hall.

Lunsford Jr., William T. THE LIVING TEXTBOOK: A DAILY ADVENTURE IN LEARNING. The Harrisburg Patriot-News, March, 1970. Free.

The community service director of The Harrisburg (Pennsylvania) Patriot-News has divided his booklet into sections dealing with philosophy and objectives, using the newspaper in the English writing curriculum, using the newspaper in teaching punctuation and vocabulary, and "The Newspaper: A Reading Textbook for Slow Learners."

M

Mencken, H. L. A NEW DICTIONARY OF QUOTATIONS ON HISTORICAL PRINCIPLES FROM ANCIENT AND MODERN SOURCES. Alfred A. Knopf, Inc. 1942. $12.50.

This book of quotations contains a variety of quotations that may be used in a variety of ways (on programs, in press releases, etc.) Among the topics covered are Journalism, quotations from Dickens; News, Shakespeare and Voltaire; and Newspaper, Jefferson and Thackeray.

M

Merrill, John C. THE ELITE PRESS: GREAT NEWSPAPERS OF THE WORLD. Pitman Publishing Corporation, 1969. $7.95.

Exploration of the world's major newspapers in depth by University of Missouri professor. Illustrations include front pages from many of the newspapers discussed.

The Miami Herald. THE LIVING TEXTBOOK: A TEACHER'S MANUAL FOR THE USE OF THE NEWSPAPER IN THE CLASSROOM. The Author. 1965. Free.

This manual published by *The Miami Herald* for the Language Arts and Social Studies Departments of the Dade County Board of Public Instruction offers suggested activities for use by the junior and senior high school class depending upon the student's level of ability.

Miller, Arthur L. "Not Only the Comics." *Texas Outlook*. January, 1968. pp. 38-40.

Elementary-age school children still read the comics more than anything else in the newspaper. But the author shows from an in-depth study they are reading other parts of the newspaper too, and the newspaper habit is apparently helping them in their school work--especially in reading, science, and social studies.

Miller, Paul. "Truth Is Our Business." *The Quill*, February, 1966, pp. 18-20.

Text of a Sigma Delta Chi Foundation lecture delivered by president of The Associated Press and of the Gannett Newspaper, at the University of Michigan December 1, 1965. Reprints available free from The Associated Press.

Mineapolis Star and Tribune Company. NEWSPAPERS: FUNCTIONS, PHILOSOPHY AND OPERATION. The Author.

While most of the materials published by the Minneapolis newspapers are available only to teachers in the four-state area of Minnesota, North and South Dakota, and Wisconsin, this supplementary manual to their newspaper in the classroom program is probably available upon request.

The New York Times. TEACHING AIDS AND RESOURCE MATERIALS FROM THE NEW YORK TIMES. The Author (Book and Educational Division). Free.

Packet of materials includes "Student Weekly," a weekly tabloid newspaper, as well as teaching guides to the "Student Weekly" in American history classes and in African and Asian studies.

News for You. Laubach Literacy, Inc., 1970.

Newspaper in easy English for adults, which is published in two reading levels: B Edition and A Edition (easier). Fifty issues a year at 10 cents per copy per week or 5 cents if six or more copies are sent to same address weekly.

NEWSPAPER AND NEWSPRINT FACTS AT A GLANCE. Newsprint Information Committee, 1971. Free.

This annual (1970-1971 is the thirteenth edition) publication of the eight Canadian newsprint producers contains such information as "1970 Newsprint Consumption by States" (Texas: 451,417 in 2,000-pound tons), "Data on United States Newspapers (circulation, etc), and "The Retail Customer" (How, When and Where She Shops and Spends).

The Newspaper Fund. JOURNALISM CAREER LITERATURE. The Author. Free.

Established in 1959 to encourage careers in journalism among young people and supported by gifts from The Wall Street Journal, this service offers a kit containing annual editions of "Journalism Scholarship Guide" and "Journalism Education: A List of All Known College Journalism Courses and Programs," and a series of reprinted pamphlets with such titles as "The Romance of Journalism," "The Commandments of Reporting," and "What Makes a Good Newspaper."

THE NEWSPAPER IN THE CLASSROOM: A TWO-WEEK UNIT FOR ELEMENTARY GRADES. Copley Newspapers.

Reprinted by American Newspaper Publishers Association Foundation, $1.25.

NEWSPAPERS: FUNCTIONS, PHILOSOPHY AND OPERATION. Minneapolis Star and Tribune Company. Free.

The contents of this supplementary manual for the newspaper in the classroom program of the Minneapolis Star and Tribune Company reflect the thinking of a group of teachers as to what kind of background information is needed for effective application of newspaper information for classroom use.

N

Norfolk-Portsmouth Newspapers, Inc. THE NEWSPAPER-IN-THE-CLASSROOM. The Author. Free.

This packet of materials for The Virginian-Pilot and Ledger School Services Department includes an introductory 10-day unit with questions, vocabulary and activities for a general analysis of the newspaper; a series of "Youth Needs to Know" handbooks for elementary, English and social science teachers; and a Newspaper Crossword Puzzle.

O

The Oklahoma Publishing Company. THE LIVING TEXTBOOK: A TEACHER'S GUIDE FOR USE IN THE ELEMENTARY SCHOOLS. The Author, 1968. $3.

Omaha World-Herald. NEWSPAPER IN THE CLASSROOM AIDS. The Author. Free.

Materials include two guides: "Newspaper Study Guide" and "Your Newspaper--A Living Textbook: Guide for Study of the Newspaper in Junior High Language Arts and Social Studies Class"; a four-page facsimile newspaper showing how "Your Omaha World-Herald covers Omaha, the Midland's, the Nation, the World"; and a three-part example on how a news story is first typed by the reporter, next set in type and proofed by the newspaper's proofreader, and then printed in the newspaper.

P and Q

Patrenella Jr., Luke L. "Adult-Students Use Living Textbook, Too." The Texas Press Messenger, September, 1970.

The author recaps his experiences in conducting the week-long Newspaper in The Classroom Workshop at Huntsville, Texas, in the summer of 1970, during which the 18 participating teachers from throughout the state developed the lesson plans that are a part of this teacher's guide.

P and Q

Peoria Journal Star. NEWSPAPER IN THE CLASSROOM AIDS. The Author. Free.

Materials include both a teacher's and student's guide for a "Study of the Newspaper in the Classroom." Also, "Study Skills and Critical Thinking Teaching Unit for Eighth Grade," by Sister Audrey Clearly, O.S.B., Holy Family School, Peoria, Illinois.

Piercey, Dorothy. A DAILY TEXT FOR THINKING: NEWSPAPER IN THE CLASSROOM. The Arizona Republic and The Phoenix Gazette, 1970.

The author, who is assistant professor in the College of Education at Arizona State University, says the two purposes of this manual are (1) to help students build concepts related to their academic studies and (2) to provide children and youth guidance and practice in becoming discriminating consumers of newspapers.

PResenting YOUR PRogram of Adult Education. In Two Parts. Texas Education Agency, June, 1970.

Designed as "a flexible handbook," this publication was compiled by staff members of the Texas Education Agency's Division of Adult and Continuing Education in response to many queries for such a publication from directors of adult and continuing education programs throughout the state. Part One, "A Selected Sampling of Public Relations Techniques," compliments Part Two, "A Random Sampling of Public Relations Materials." These materials are actual examples of the different techniques used by the director in publicizing their programs.

R

Reasons, George and Patrick, Sam. THEY HAD A DREAM. Los Angeles Times Syndicate, 1969. $1.

A collection of short biographies about the exploits of the black man in America. Marian Anderson, George Washington Carver, Martin Luther King, Jr. and 50 other persons featured with accompanying illustrations. Available from The Houston Post and other newspapers publishing the syndicated weekly "They Had a Dream" column.

R

"Replenish Your Idea Bank." Techniques for Teachers of Adults, Vol. X, No. 7, 1970.

This issue of Techniques, newsletter published for distribution to members of the National Association for Public Continuing and Adult Education, is particularly pertinent for newspaper in the classroom programs. Topics discussed include "Avoid the Year-End Slump," "Beg, Borrow, or Steal....It's Legal," "What Can You Teach in Five Minutes?", "Ways to Keep It Relevant," and "Making Use of Printed Materials." Single copy: 40 cents.

Rose, Roland. HOW IN THE WORLD OF ART DO YOU USE A NEWSPAPER? Fort Worth Star-Telegram. Free.

A junior high arts and crafts teacher at Andrews, Texas, discusses how newspapers can be used to give the student visual proof for study, interpretation, and experimentation in line, texture, form, composition, perspective, and figure drawing.

S

St. Louis Globe-Democrat. HOW TO GET MORE OUT OF YOUR NEWSPAPER. The Author, 1966.

This book presents a variety of subject areas to which the newspaper may be applied for study units in the elementary and secondary grades. Reprinted by American Newspaper Publishers Association Foundation. $1.

The Salt Lake Tribune. NEWSPAPER IN THE CLASSROOM TEACHING AIDS FOR SCHOOLS. The Author. Free.

This packet of materials provides the teacher with "Half a Hundred Suggested Techniques for Using The Salt Lake Tribune in the Classroom," which are easily adaptable to a local program, as well as a "Glossary of Journalistic and Printing Terms."

San Antonio Express and News. WHAT'S IN IT FOR ME? The Author. Free.

This guide using the newspaper as a living daily textbook includes lesson plans on English and mathematics, as well as agriculture and art, and drafting and driver education.

S

Seattle Post-Intelligencer. THE LIVING TEXTBOOK PROGRAM. The Author. Free.

In addition to two separate guides for teachers in the elementary schools and in the junior and senior high schools, the Seattle Post-Intelligencer's materials include a lesson plan for use in the secondary schools and a newspaper unit used with a sixth-grade class at Spokane.

The Seattle Times. NEWSPAPER IN THE CLASSROOM PROGRAM TEACHING AIDS. The Author. Free.

This packet of materials includes an "Introductory Guide to Newspapers in the Classroom," which may be used as a combination three-day review or a comprehensive 10-day initiatory unit. Other items include "Suggestions for Using The Seattle Times in English and Journalism Classes" (and History and Social Studies), and a world map for convenience in locating different datelines in news stories.

SELECTING MATERIALS FOR SCHOOL LIBRARIES: GUIDELINES AND SELECTION SOURCES TO INSURE QUALITY COLLECTIONS. Rev. ed. The American Association of School Libraries, 1967. Free.

Prepared by The American Association of School Librarians, a division of the American Library Association and a department of the National Education Association.

740 WAYS TO USE A NEWSPAPER IN THE SENIOR HIGH CLASSROOM: GRADES 10-12. Rev. ed. The Courier-Journal and The Louisville Times, 1969. $2.

Prepared independently by professional curriculum writers as part of the Newspaper in the Classroom program.

Shackelford, Hope. SIX QUESTIONS, SIX ANSWERS: THE NEWSPAPER IN THE CLASSROOM. The Author, 1969.

A guide for using the newspaper in secondary schools.

Sims, Annalee. THE ROLE OF THE NEWSPAPER IN TEACHING READING TO THE FUNCTIONALLY ILLITERATE ADULT. The Author, 1969.

This study unit contains a series of lesson plans, which offer a "sample" of each type of lesson that should produce an adult reader who can eventually read on an independent level. The project was prepared while the author was on scholarship to the University of Iowa to attend a Newspaper in the Classroom Workshop in the summer of 1969.

S

South Bend Tribune. NEWSPAPER IN THE CLASSROOM AIDS. The Author. Free.

A packet of materials that includes a teacher's guide on "How to Use the Newspaper in the Classroom Program," a student's guide on "How to Get More Out of Your Newspaper," and an illustrated copy of "The Declaration of Independence."

Southwestern Bell. TELEPHONE DIRECTORY OF TEXAS NEWSPAPERS, 1970. Free.

Updated periodically and made available from public relations department of local Southwestern Bell Telephone Company office.

Starr, Isidore. HUMAN RIGHTS IN THE UNITED STATES. Oxford Book Company, 1969. 75 cents.

The author has selected several key areas of human rights in the United States and has attempted to present the issues (for the most part) as they were submitted to, and adjudicated by, the Supreme Court.

The State Journal. NEWSPAPER IN THE CLASSROOM MATERIALS. The Author. Free.

Materials in this package prepared by The State Journal in Lansing, Michigan in cooperation with the Lansing Public Schools include a general information booklet on the "Newspaper in The Classroom" as well as "Newspaper in The Classroom: A Guide for Teachers."

Stauffer, John and Campbell, Malcolm. BE INFORMED ON READING YOUR NEWSPAPER, Parts 1-5. New Readers Press, 1968.

This packet is Series 8 in the BE INFORMED LEAFLETS published by a division of Laubach Literacy. Topics include "Reading Your Newspaper," "What Does It (Newspaper) Do?", "How Newspapers Began," "How It Is Made," "What Newspapers Offer," and "What Makes News?" Price list furnished on quantity orders.

Strohman, Dorothy I. MATHEMATICS IN EVERYDAY LIFE AS RECORDED IN THE DAILY NEWSPAPER. The Author. 1968.

Prepared as a unit of study at a 1968 Newspaper in the Classroom Workshop held at the University of Iowa, this teacher's guide is written for fifth- through ninth-grade teachers--but its content and approach does not exclude other elementary grades. Also, students in general and remedial mathematics in high school may be motivated by topology, probability and statistics.

S

THE SUNPAPERS IN THE CLASSROOM. The Baltimore Sunpapers. Free.

This packet of materials on an in-classroom program developed by teachers with additional material prepared by The Baltimore Sunpapers includes a tabloid edition of "Your Newspaper: An Essential and Exciting World at Your Fingertips"; appendices on "Motivation Aids" and "Bulletin Board Suggestions"; and an illustrated brochure showing such printing items as a carved block of wood type, the Roman alphabet, and the Chinese character for the word "horse."

T

Taft, William H., comp. 200 BOOKS ON AMERICAN JOURNALISM. University of Missouri-Columbia, 1969. 10 cents.

This bulletin is a companion reference to 100 BOOKS ON ADVERTISING.

Tatarian, Roger, ed. SELECTIONS 1969. United Press International, 1970.

This is the fourth in a series of anthologies offering what the editor calls "a sampling of the work that gave distinction to the UPI news and picture services in the course of the past year." Copies of the 1969 edition and previous ones for 1966, 1967, and 1968 free, if available.

TEACHER'S GUIDE FOR A SEQUENTIAL STUDY OF NEWSPAPERS: GRADES 7-12. Newspaper Printing Corporation, 1963. Free.

This guide was developed by a Tulsa, Oklahoma, teacher during her participation at a newspaper workshop held the summer of 1962 in Iowa is a companion reference to TEACHER'S GUIDE FOR USING THE NEWSPAPER IN THE CLASSROOM.

TEACHER'S GUIDE FOR USING THE NEWSPAPER IN THE CLASSROOM. Newspaper Printing Corporation, 1960. Free.

This guide was developed by the supervisor of social studies for the Tulsa (Oklahoma) Public Schools with the assistance of a committee of tenth-grade teachers. (See TEACHER'S GUIDE FOR A SEQUENTIAL STUDY OF NEWSPAPERS: GRADES 7-12).

T

TEACHER'S STUDY GUIDE FOR KNOWING YOUR NEWSPAPER. The Commercial Appeal. 1970. Free.

Topics covered in this guide include "How We Get the News," "How to Get More Out of Reading Your Newspaper" and Some Advice on Reading Newspapers"--with accompanying study suggestions.

Techniques for Teachers of Adults. National Association for Public Continuing and Adult Education.

This newsletter is published periodically for members of the National Association for Public Continuing and Adult Education as an aid to teachers in adult education.

Tincher, Ethel C. TEACHER'S GUIDE for Richard H. Turner's THE NEWSPAPERS YOU READ. Follett Publishing Company, 1967. $1.50.

How to find information in a newspaper, jobs in the printing and newspaper industries, suburban life, reckless driving, and analyzing news stories.

Tokars, Lester E. A GUIDE FOR TEACHING NINTH-GRADE ENGLISH. Copley Newspapers, 1967. $1.

This study guide is divided into two sections--one for the average learner and one for the slow learner. Both sections contain suggestions for use of the newspaper in the classroom with special emphasis on ability groupings.

Tokars, Lester E. BASIC UNDERSTANDING OF THE DRAMA (INCLUDING WILLIAM SHAKESPEARE) USING THE NEWSPAPER AS A SUPPLEMENTARY AID. Copley Newspapers, 1970. 50 cents.

Guide for junior and senior high school grades.

Tokars, Lester E. BASIC UNDERSTANDING OF THE LITERARY EPIC USING THE PAPER AS A SUPPLEMENTARY AID. Copley Newspapers. 50 cents.

Guide for junior and senior high school grades.

Tokars, Lester E. BASIC UNDERSTANDING OF THE SHORT STORY USING THE NEWSPAPER AS A SUPPLEMENTARY AID. Copley Newspapers. 50 cents.

Guide for junior and senior high school grades.

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TRANSCRIPT OF MATERIAL PRESENTED AT THE LIVING TEXTBOOK WORKSHOP h.a. West Texas State University, Canyon, Texas, June 25-28, 1967, and July 7-10, 1968.

O.p. but has useful information, if available.

Tucson Newspapers Inc. NEWSPAPER IN THE CLASSROOM MATERIALS. The Author. Free.

This packet of materials offered through The Arizona Daily Star and Tucson Daily Citizen include "Guidelines," an "idea book" suggesting uses and applications of the newspaper in the classroom program; a tabloid "Quiz on Current Affairs"; dateline maps to emphasize the geography of daily news; and a list of filmstrips, all in color and with a teacher's manual.

Turner, Richard H. THE NEWSPAPERS YOU READ. Follett Publishing Company, 1965.

One of six workbooks from The Turner-Livingston Communication Series designed to improve reading skills by meeting the interests and activities of teenage readers. Each workbook is 87 cents and TEACHER'S GUIDE covering the series is $1.50.

U and V

UNITED PRESS INTERNATIONAL BROADCAST STYLEBOOK. United Press International, 1969.

This booklet concentrates on the skill of writing to make people listen. For copies or information, write Broadcast Stylebook, United Press International, 220 East 42nd Street, New York, N.Y. 10017. Single copy, $1.00, and 10 or more copies, 50 cents.

W

The Washington Post. NEWSPAPER IN THE CLASSROOM MATERIALS. The Author. Free.

Designed for teachers and pupils in the Washington, D. C., area, this program focuses on topics fitting into the curriculum between Grades 7 and 12. Six- or eight-page pamphlets on such topics as "The Legal System: Some Perspectives," "'2525'/ Is the Future Already Here?" and "Hunger" contain a short overview of the subject for the student and an instructional sheet "For the Teacher." Color filmstrips and current events quizzes and maps on spirit duplicating masters supplement topics discussed.

Whelan, Sallie. "Newspaper in the Classroom Program--A 10-Year Review." Five-Part Series. Editor and Publisher, 1969.

"Part I--Have We Made any Progress?," July 26, pp. 15, 45;

"Part II--Who's Involved and Why?," August 2, pp. 15, 42;

"Part III--Is It Cooperation or Sales?," August 9, pp. 19-20;

"Part IV--Who Needs It?," August 16, pp. 18, 20; and

"Part V--Where Do We Go From Here?," August 23, pp. 17-18.

Whelan, Sallie. THE NEWSPAPER IN THE CLASSROOM PROGRAM--10 YEARS LATER. University of Illinois, May 20, 1969.

This master's thesis takes a look at the progress of the newspaper in the classroom as well as the future of it, and focuses on five topics: "Have We Made Any Progress?", "Who's Involved and Why?", "Is It Cooperation or Sales?", "Who Needs It?", and "Where Do We Go From Here?"

Winkler, G. P., ed. THE ASSOCIATED PRESS STYLEBOOK. Rev. ed. The Associated Press, 1970.

Compiled for guidance and benefit of those engaged in writing and preparing materials for newspapers, and provides forms for presentation of the printed word. Single copies, $1.00; three copies, $2.00; and 10 or more copies, 35 cents each. Write Traffic Department, The Associated Press, 50 Rockefeller Plaza, New York 10020.

Wong, Florence and Bowling, Barbara. USING YOUR DAILY NEWSPAPER TO TEACH REMEDIAL READING. Hawaii Newspaper Agency, Inc. 65 cents.

This booklet contains two programs for teaching reading to intermediate level students using the newspaper as the main text. Author Wong found the use of the newspaper "extremely useful" with her students, and author Bowling called the newspaper "a step closer to teaching what is real."

W

HE WORLD IN FOCUS. The Christian Science Publishing Society, 1965. Free.

This brochure is a picture story treatment of "The Story of The Christian Science Monitor."

X, Y and Z

ou and Your World. American Education Publications.

Reading level of this weekly periodical for students with reading problems is third to fifth grade. Each issue accompanied by free desk copy and "Teacher's Edition." Class rate for 10 or more copies: $1.50 a year per student (30 issues) or 75 cents a semester (15 issues).

OUR FUTURE IN DAILY NEWSPAPERS. American Newspaper Publishers Association Foundation, 1969.

While primarily intended as an instructive guide to upper-classmen in high school, where career decisions take form and shape, this booklet also has value for the college student and researcher seeking a general understanding of the structure, nature and growing responsibility of the daily newspaper in an era of ferment and change.

OUR NEWSPAPER, BRINGING YOU WHAT'S HAPPENING ON THE EARTH AND IN SPACE. The Commercial Appeal. Free.

Topics discussed in this booklet include "What Is Your Newspaper?," "What's in Your Newspaper?," "How Your Newspaper Helps in School," "How the Newspaper Helps the Teacher," and "Your Newspaper--Special Projects in the Elementary and High Schools."

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THE END?--Mrs. Dixie Smith, clerk in the Texas Education Agency's Division of Adult and Continuing Education, uses a personalized license plate with -30- on it to indicate she's finished typing the teacher's guide--until any additions are made to update its contents.

The Origin of Thirty

By AL BLANK
Philadelphia Evening *and* Sunday Bulletin

IF YOU ASK ANYONE how the word "thirty" came to mean the end of a news story, you might find it attributed to Walter Winchell.

Winchell ended his news programs on radio with "Goodnight and thirty." He became as identified with it as Jimmy Durante with "Mrs. Calabash," and Don Ameche with the telephone.

There are many theories on the origin of "thirty." The best known is that the first message sent by telegraphy to a press association in this country, during the Civil War, contained 30 words. The number of words, the word "goodnight" and the operator's name were sent at the end of the message. From this, some say, "30" became the standard signal for the end of a telegraphed news story.

Other sources say that when newspaper stories were handwritten, before the typewriter become commonplace in newsrooms, "X" designated the end of a sentence, "XX" the end of a paragraph and "XXX" the end of a story. XXX, of course, is the Roman numeral for thirty.

Still other explanations abound; Typesetting machines cast slugs of 30 ems maximum length, so "30" meant the end of a line; when the Associated Press was established, each member newspaper was entitled to 30 messages per day, and the end of the day's quota was marked "30."

The most far-out legend is that a reporter named Thirtee sent a story with his name signed at the end, the telegrapher rendered it "30" and the use of the numeral as an ending spread from that incident.

All any newsman knows for sure is that there is no doubt that this story has come to an end when he sees that the last thing in it is

30.

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